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ABSTRACT

The Migrant Children with Exceptional Needs (MCEN) Project obtained a count of migrant handicapped children served in special education programs within school districts with migrant education programs in the 1981-82 period to determine if migrant students in Washington State were under- or overrepresented in special education. Forty-six school districts submitted monthly childcounts of migrant handicapped students identified and served by special education during the 1981-82 school year (September through May). School districts examined migrant and special education records to obtain the childcount. Specifically, special education class lists were compared with certificates of eligibility (COE) maintained by migrant programs. The COE verified that a student was migrant according to federal government eligibility rules. The migrant and ethnic status and specific handicapping condition of all migrant students identified as handicapped and receiving special education were reported. Data indicated that migrant handicapped students did receive special education at rates similar to other students. Migrant handicapped students were underrepresented in the categories of behaviorally disabled and communication disordered and significantly overrepresented in the mild mentally retarded and health impaired categories. Except during September, the percentage of migrant handicapped students was lower than the districts' percentage of handicapped served. (NQA)

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MIGRANT CHILDREN WITH EXCEPTIONAL NEEDS (MCEN) PROJECT

ANALYSIS OF 1981-82 MIGRANT HANDICAPPED CHILDCOUNT

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INTRODUCTION

THE PROVISION OF APPROPRIATE EDUCATIONAL PROGRAMS AND SERVICES TO MIGRANT HANDICAPPED CHILDREN HAS BEEN A CONCERN OF EDUCATORS, NATIONALLY FOR SEVERAL YEARS. THIS CONCERN WAS RECENTLY HIGHLIGHTED IN A SERIES OF ARTICLES PUBLISHED IN THE APRIL 1982 VOLUME OF EXCEPTIONAL CHILDREN. THE ISSUE OF MIGRANT STUDENT REPRESENTATION IN SPECIAL EDUCATION WAS DEBATED AMONG THE AUTHORS AND TWO OPINIONS WERE EXPRESSED. ONE OPINION WAS THAT MIGRANT CHILDREN WHO ARE PRIMARILY OF HISPANIC ORIGIN DO NOT HAVE ACCESS TO SPECIAL EDUCATION AS A RESULT OF THEIR HIGH MOBILITY AND LANGUAGE DIFFERENCE. THE OTHER OPINION HELD THAT MIGRANT CHILDREN ARE OVERREPRESENTED IN SPECIAL EDUCATION DUE TO THEIR MINORITY STATUS AND THE LACK OF APPROPRIATE, NON-DISCRIMINATORY ASSESSMENT TOOLS FOR ASSESSING THEIR ABILITIES AND DISABILITIES.

AMONG WASHINGTON STATE MIGRANT AND SPECIAL EDUCATORS, OPINIONS WERE SIMILARLY MIXED. THE IMPORTANT POINT WAS THAT NO EMPIRICAL EVIDENCE WAS AVAILABLE TO SUPPORT EITHER SIDE. FURTHERMORE, AS OF APRIL 1982, NO STATE HAD OBTAINED AN ACCURATE COUNT OF MIGRANT HANDICAPPED STUDENTS SERVED BY SCHOOL DISTRICTS.

THE MIGRANT CHILDREN WITH EXCEPTIONAL NEEDS (MCEN) PROJECT EXAMINED CURRENT OPINIONS BY CONDUCTING AND ANALYZING A STATEWIDE, ANNUAL COUNT OF MIGRANT CHILDREN SERVED IN SPECIAL EDUCATION. DATA WERE GATHERED TO DETERMINE IF MIGRANT STUDENTS IN WASHINGTON STATE WERE UNDER OR OVER-REPRESENTED IN SPECIAL EDUCATION.

In September 1981, Washington State initiated the MCEN Project funded by Migrant Education Funds through Title I*. At that time, 56 school districts in the state operated regular school day instructional programs for migrant children. During the 1981-82 school year, 7,123** migrant children were served in these instructional programs.

The objectives of the MCEN Project were:

1. To determine the number of migrant students with special education needs who:
   (A) Are formerly migrant, i.e., home-based in Washington State,
   (B) Are residents of Washington State and migrate within the state for the purposes of agriculture or fishing-related work, or
   (C) Are migratory but who are from other states and who come to Washington State on an annual basis for agriculture or fishing-related work;
2. To identify the specific educational needs of these migrant handicapped students;
3. To refine the current educational service delivery system in Washington State for migrant handicapped students;
4. To develop and implement model processes for serving migrant handicapped students through school district pilot activities; and

* At the time of the preparation of this report, the Migrant Program was labeled a Title I program. The Migrant Program is, because of legislative changes at the Federal level, now called the Chapter 1 Migrant Program.

** Total unduplicated count of migrant students served in instructional programs by migrant education districts as reported in the 'Washington State Title I Migrant End-of-Year Evaluation Report', (1981-82), State of Washington, Office of the Superintendent of Public Instruction, Testing and Evaluation Section.

5. TO IDENTIFY AND RECOMMEND STATE AND FEDERAL EDUCATIONAL POLICY CHANGES WHICH INHIBIT APPROPRIATE DELIVERY OF SERVICES TO MIGRANT HANDICAPPED STUDENTS.

A FIRST YEAR PRIORITY OF THE MCEN PROJECT WAS TO CONDUCT A CHILDCOUNT DURING THE 1981-82 SCHOOL YEAR OF MIGRANT HANDICAPPED STUDENTS. THE CHILDCOUNT CONDUCTED FOCUSED SOLELY ON MIGRANT HANDICAPPED STUDENTS SERVED BY SCHOOL DISTRICTS WITH MIGRANT EDUCATION PROGRAMS. THE MCEN CHILDCOUNT DATA WOULD BE USED TO:

1. DETERMINE THE CURRENT NUMBER OF MIGRANT HANDICAPPED CHILDREN IN THE STATE AND THEIR REPRESENTATION IN THE TOTAL WASHINGTON STATE SPECIAL EDUCATION PROGRAM;
2. PROVIDE INFORMATION IN PLANNING MCEN PROJECT PILOT ACTIVITIES; AND
3. CONSTRUCT A STATE PROFILE OF MIGRANT HANDICAPPED STUDENTS WHICH COULD BE SHARED WITH SCHOOL DISTRICTS AND OTHER STATES FOR COMPARISON AND EVALUATION.

ORGANIZATION OF REPORT

THE MCEN CHILDCOUNT REPORT IS ORGANIZED IN THE FOLLOWING MANNER:

IN SECTION I, THE DEVELOPMENT AND IMPLEMENTATION OF THE MCEN CHILDCOUNT PROCESS IS DISCUSSED AS WELL AS THE PROCEDURES FOR DATA COLLECTION AND ANALYSIS.

SECTION II PRESENTS INFORMATION ON THE DATA SOURCES USED IN THE COMPARATIVE ANALYSIS OF THE MIGRANT CHILDCOUNT.

SECTION III PRESENTS THE FINDINGS OF THE MCEN CHILDCOUNT AND SUBSEQUENT ANALYSIS.

SECTION IV SUMMARIZES THE FINDINGS OF THE MCEN CHILDCOUNT ANALYSIS AND SUGGESTS RECOMMENDATIONS FOR FURTHER STUDY.

SECTION V PRESENTS INTERPRETIVE NOTES RELATED TO THE CHILDCOUNT AND THE DATA ANALYSIS.

SECTION I

PROCEDURES

In September 1981, the Migrant Children with Exceptional Needs Project formed a Technical Resource Committee (TRC) to act in an advisory capacity to the project staff and state migrant education director. One of the committee's first recommendations was to obtain an accurate and current count of migrant handicapped children served in special education programs within all school districts with migrant education programs. The MCEN staff proposed the count to the State Superintendent who approved and supported the data collection effort. Concern was expressed that the childcount not add to the existing data reporting burdens of local districts. Because the count did not require the generation of new data but only compilation of existing data, the Office of the Superintendent of Public Instruction Paper Reduction Committee authorized the childcount for the 1981-82 school year.

The State Superintendent requested, through the Division of Instructional Programs and Services, that all school districts with migrant education programs submit a monthly childcount of migrant handicapped students identified and served by special education. This childcount was for the months of September through May and for the 1981-82 school year only.

School districts examined migrant and special education records to obtain the childcount. Specifically, they were asked to compare the special education class lists with the Certificates of Eligibility (COE) maintained by the migrant programs. The COE verifies that a student is, in fact, migrant according to federal government eligibility rules. The

MCEN CHILDCOUNT FORM (SEE APPENDIX A) REQUESTED THAT MIGRANT STUDENTS, IDENTIFIED AS HANDICAPPED AND RECEIVING SPECIAL EDUCATION, BE REPORTED BY MONTH ACCORDING TO THEIR MIGRANT AND ETHNIC STATUS AS WELL AS THEIP SPECIFIC HANDICAPPING CONDITION. AN OUTCOME OF THIS ACTIVITY WAS THE COORDINATION BY SPECIAL EDUCATION AND MIGRANT EDUCATION DISTRICT STAFFS IN THE SHARING OF INFORMATION CONTAINED IN INDIVIDUAL STUDENT SPECIAL EDUCATION AND MIGRANT EDUCATION RECORDS IN COMPLETING THE MCEN CHILDCOUNT.

DISTRICT RESPONSE TO MCEN CHILDCOUNT REQUEST

THE DISTRICT RESPONSE TO THE MCEN CHILDCOUNT WAS VERY FAVORABLE. ALL PARTICIPATING DISTRICTS, WITH THE EXCEPTION OF ONE, COMPLETED THE MONTHLY COUNTS REPORTING A MONTHLY ENROLLMENT OF MIGRANT HANDICAPPED STUDENTS RECEIVING SPECIAL EDUCATION.

CHARACTERISTICS OF MIGRANT SCHOOL DISTRICT DATA COLLECTION SITES

TARGET SITES FOR MCEN DATA COLLECTION WERE SCHOOL DISTRICTS WITH MIGRANT EDUCATION REGULAR SCHOOL DAY INSTRUCTIONAL PROGRAMS LISTED IN TABLE 1.

TABLE 1 - MIGRANT EDUCATION REGULAR SCHOOL INSTRUCTIONAL PROGRAMS
SCHOOL YEAR 1981-82

BREWSTER	MOSES LAKE	*QUINCY
BRIDGEPORT	MOUNT ADAMS	ROYAL
BURLINGTON-EDISON	MOUNT VERNON	SEDRO WOOLLEY
*CASHMERE	**NACHES VALLEY	**SELAH
COLLEGE PLACE	NORTH FRANKLIN	SHELTON
CONWAY	OCEAN BEACH	SUNNYSIDE
DAYTON	OCOSTA	TACOMA
*EASTMONT	ODESSA	TONASKET
ELMA	OMAK	TOPPENISH
*ENTIAT	*ORONDO	**UNION GAP
FIFE	OROVILLE	WALLA WALLA
GRANDVIEW	OTHELLO	WAPATO
GRANGER	*PALISADES	WARDEN
**HIGHLAND	PASCO	WENATCHEE
KENNEWICK	PATEROS	** WEST VALLEY
*LAKE CHELAN	*PESHASTIN-DRYDEN	WILSON CREEK
LIND	PORT TOWNSEND	YAKIMA
MABTON	PRESCOTT	ZILLAH
*MANSON	PROSSER	

* MEMBERS OF THE WENATCHEE SCHOOL DISTRICT SPECIAL EDUCATION COOPERATIVE
** MIGRANT EDUCATION COOPERATIVE MEMBERS

THE 56 SCHOOL DISTRICTS RESIDE IN 39 COUNTIES IN WASHINGTON STATE, WITH YAKIMA COUNTY HAVING THE LARGEST REPRESENTATION. DISTRICTS INCLUDED IN THE CHILDCOUNT ARE LOCATED IN ALL NINE OF THE STATE'S EDUCATIONAL SERVICE DISTRICTS. DISTRICTS WITH MIGRANT EDUCATION PROGRAMS COMPRISED 18% OF THE TOTAL NUMBER OF SCHOOL DISTRICTS IN WASHINGTON STATE.

MIGRANT EDUCATION DISTRICTS RANGED IN SIZE OF TOTAL SCHOOL POPULATION FROM 21 TO 27,518. THE NINE-MONTH AVERAGE TOTAL SCHOOL ENROLLMENT FOR EACH DISTRICT IS LISTED IN TABLE 2. MEMBERS OF THE WENATCHEE CO-OP HAD A COMBINED AVERAGE ENROLLMENT OF 12,355.

MIGRANT STUDENT ENROLLMENT DATA FROM MIGRANT SUMMER PROGRAMS, NON-PROFIT EARLY CHILDHOOD PROGRAMS AND OTHER SPECIAL MIGRANT FUNDED EDUCATION PROGRAMS WERE NOT INCLUDED IN THE ANALYSIS. ONLY REGULAR SCHOOL DAY MIGRANT DISTRICT INSTRUCTIONAL PROGRAMS WERE INCLUDED IN THE MCEN CHILDCOUNT.

FOR PURPOSES OF THE DATA ANALYSIS, THE WENATCHEE SPECIAL EDUCATION COOPERATIVE DISTRICTS' DATA WERE GROUPED WITH THE WENATCHEE SCHOOL DISTRICT. WENATCHEE SERVES ALL OF ITS PARTICIPATING DISTRICTS' HANDICAPPED STUDENTS. BY TREATING THE WENATCHEE SPECIAL EDUCATION COOPERATIVE AS A SINGLE DISTRICT AND NOT INCLUDING THE ONE DISTRICT WHICH DID NOT REPORT A MONTHLY MIGRANT HANDICAPPED CHILDCOUNT, A TOTAL OF 46 SCHOOL DISTRICTS SUBMITTED DATA FOR THE MCEN CHILDCOUNT.

TABLE 2 - MIGRANT EDUCATION DISTRICTS TOTAL SCHOOL ENROLLMENT
(* - MEMBERS OF THE WENATCHEE SCHOOL DISTRICT SPECIAL EDUCATION COOPERATIVE)

SCHOOL DISTRICT	TOTAL SCHOOL ENROLLMENT BASED ON 9-MONTH AVERAGE
*PALISADES	21
*ORONDO	93
WILSON CREEK	95
PRESCOTT	189
PATEROS	243
*ENTIAT	249
CONWAY	254
LIND	257
ODESSA	294
*MANSON	337
BRIDGEPORT	351
*PESHASTIN-DRYDEN	411
UNION GAP	468
COLLEGE PLACE	575
MABTON	577
BREWSTER	583
WARDEN	614
DAYTON	685
ROYAL	703
HIGHLAND	740
ZILLAH	768
*LAKE CHELAN	786
OCOSTA	791
MOUNT ADAMS	832
OROVILLE	843
OCEAN BEACH	966
*CASHMERE	1,041
TONASKET	1,043
NACHES VALLEY	1,317
*QUINCY	1,353
NORTH FRANKLIN	1,365
PORT TOWNSEND	1,377
ELMA	1,654
OMAK	1,677
FIFE	1,935
PROSSER	1,972
GRANDVIEW	2,114
OTHELLO	2,253
TOPPENISH	2,321
BURLINGTON-EDISON	2,490
WAPATO	2,556
SEDRO WOOLLEY	2,923
SELAH	2,943
MOUNT VERNON	3,236
SHELTON	3,325
WEST VALLEY	3,334
SUNNYSIDE	3,431
*EASTMONT	3,436
WENATCHEE	4,622
MOSES LAKE	4,630
WALLA WALLA	4,973
PASCO	5,690
YAKIMA	10,745
KENNEWICK	11,066
TACOMA	27,518

SECTION II

DATA SOURCES USED FOR MCEN CHILDCOUNT COMPARATIVE ANALYSIS

A VARIETY OF WASHINGTON STATE AND FEDERAL DATA REPORTS WERE USED FOR DRAWING COMPARATIVE CONCLUSIONS ABOUT THE MCEN CHILDCOUNT RESULTS. THE DATA REPORTS DESCRIBED BELOW ARE NOT COMPARABLE IN A STRICT STATISTICAL SENSE WITH THE DATA BASE RESULTING FROM THE MCEN CHILDCOUNT. REPORTS USED FOR COMPARISON WITH MCEN CHILDCOUNT DATA ARE AS FOLLOWS:

TITLE: 'MONTHLY REPORT OF WASHINGTON STATE SCHOOL DISTRICT ENROLLMENT', (1981-82)

SOURCE: SUPERINTENDENT OF PUBLIC INSTRUCTION, INFORMATION SERVICES, STATE OF WASHINGTON

DESCRIPTION: THIS REPORT (SEE APPENDIX B) DESCRIBES THE TOTAL NUMBER OF PUPILS ENROLLED IN SCHOOL DISTRICTS THROUGHOUT THE STATE. THIS COUNT IS CONDUTED EACH MONTH FROM SEPTEMBER THROUGH MAY. BOTH HEADCOUNT ENROLLMENT FIGURES AND FULL-TIME EQUIVALENT (FTE) ENROLLMENT FIGURES ARE PROVIDED.

THE HEADCOUNT ENROLLMENT, OR THE ACTUAL NUMBER OF STUDENTS ENROLLED, IS THE LARGER, MORE ACCURATE ENROLLMENT FIGURES WHEN COMPARED TO THE FTE ENROLLMENT COUNT. THE FTE ENROLLMENT COUNT IS BASED ON THE AMOUNT OF TIME STUDENTS SPEND ENROLLED IN A SCHOOL DAY.

DATA ELEMENTS USED: THE HEADCOUNT, AND NOT THE FTE ENROLLMENT, WAS USED IN THE MCEN DATA ANALYSIS. TOTAL SCHOOL ENROLLMENT FIGURES ALLOWED COMPARISONS WITH TOTAL HANDICAPPED ENROLLMENT, WHICH COULD FURTHER BE COMPARED TO BOTH TOTAL MIGRANT ENROLLMENT AND MIGRANT HANDICAPPED ENROLLMENT FIGURES.

TITLE: 'MONTHLY REPORT OF SCHOOL DISTRICT HANDICAPPED ENROLLMENT', (1981-82)

SOURCE: SUPERINTENDENT OF PUBLIC INSTRUCTION, FINANCIAL SERVICES, APPORTIONMENT OFFICE, STATE OF WASHINGTON

DESCRIPTION: THIS REPORT (SEE APPENDIX C) INCLUDES THE TOTAL NUMBER OF PUPILS ENROLLED IN SCHOOL DISTRICT PROGRAMS FOR THE HANDICAPPED. HANDICAPPED ENROLLMENT FIGURES ARE DISPLAYED IN THIS REPORT WITHIN THE 15 HANDICAPPING CATEGORIES (SEE GLOSSARY FOR DEFINITIONS OF CATEGORIES) SERVED BY SCHOOL DISTRICTS STATEWIDE. ALL PUPILS COUNTED IN THIS REPORT HAVE BEEN DETERMINED ELIGIBLE FOR SPECIAL EDUCATION AND HAVE AN INDIVIDUALIZED EDUCATION PROGRAM (IEP) IN EFFECT. HEADCOUNTS FOR THIS REPORT ARE CONDUCTED ON A MONTHLY BASIS FROM SEPTEMBER THROUGH MAY.

DATA ELEMENTS USED: THESE DATA WERE USED FOR DETERMINING THE LEVELS OF PARTICIPATION BY HANDICAPPING CATEGORY FOR THE TOTAL HANDICAPPED SCHOOL POPULATION. THIS INFORMATION WAS THEN COMPARED TO THE LEVELS OF PARTICIPATION BY HANDICAPPING CATEGORY OF MIGRANT HANDICAPPED STUDENTS.

DATA FROM THIS REPORT PROVIDED A STANDARD AGAINST WHICH THE MIGRANT HANDICAPPED COUNT COULD BE MEASURED. FOR EXAMPLE, OVER-REPRESENTATION OR UNDER INCLUSION OF MIGRANT HANDICAPPED STUDENTS IN SPECIFIC HANDICAPPING CATEGORIES ALLOWED COMPARISON WITH HANDICAPPED REPRESENTATION BY HANDICAPPING CATEGORY.

TITLE: MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS) REPORT (1981-82)

SOURCE: STATE OF WASHINGTON

DESCRIPTION: THE MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS) IS A NATIONWIDE COMPUTERIZED DATA RETRIEVAL SYSTEM. THE MSRTS COLLECTS AND MAINTAINS ENROLLMENT AND PROGRAM PARTICIPATION DATA ON MIGRANT STUDENTS. WASHINGTON STATE HAS AN MSRTS COMPUTER TERMINAL WHICH COLLECTS AND MAINTAINS DATA ON WASHINGTON STATE MIGRANT STUDENTS. THE WASHINGTON STATE MSRTS STATISTICAL REPORT COLLECTS AND REPORTS DATA BY DISTRICT OF MIGRANT STUDENTS FOR THE FOLLOWING: CURRENT MONTHLY ENROLLMENTS, CURRENT MONTHLY WITHDRAWALS, CURRENT ENROLLED, CUMULATIVE ENROLLMENTS AND CUMULATIVE WITHDRAWALS.

DATA ELEMENTS USED: FOR PURPOSES OF COMPARISON WITH THE MCEN DATA, THE MSRTS 'CURRENT ENROLLED' DATA WERE USED. THESE DATA ARE CUMULATIVE BUT INCLUDE CURRENT WITHDRAWALS AS WELL AS NEW MONTHLY ENROLLEES. STUDENTS COUNTED FOR THE MSRTS FIGURES ARE CHILDREN WHO HAVE BEEN IDENTIFIED AS MIGRANT AND WHO RESIDE IN THE SCHOOL DISTRICT AREA. AN IMPORTANT POINT TO NOTE IS THAT THESE STUDENTS ARE NOT NECESSARILY, BY VIRTUE OF BEING IDENTIFIED AS MIGRANT AND COUNTED BY THE MSRTS, CURRENTLY PARTICIPATING IN A DISTRICT REGULAR SCHOOL DAY MIGRANT EDUCATION INSTRUCTIONAL PROGRAM.

THE MIGRANT ENROLLMENT FIGURES FROM THE MSRTS REPORT WERE COMPARED TO THE TOTAL SCHOOL ENROLLMENT IN MIGRANT EDUCATION DISTRICTS WHERE THE MCEN COUNT WAS CONDUCTED. THE MCEN COUNT WAS ALSO COMPARED TO THE TOTAL MIGRANT ENROLLMENT.

'MIGRATORY STATUS' IS A TERM USED TO DESCRIBE THE DEGREE OF MOBILITY OF MIGRANT STUDENTS. MIGRANT STUDENTS ARE CATEGORIZED

BY THE MSRTS ACCORDING TO STATUS I-VI AS FOLLOWS:

STATUS	DESCRIPTION	DEFINITION
I	INTERSTATE AGRICULTURAL	A CHILD WHO HAS MOVED WITH HIS PARENTS ACROSS STATE BOUNDARIES WITHIN THE LAST TWELVE MONTHS TO OBTAIN TEMPORARY OR SEASONAL WORK IN AGRICULTURE.
II	INTRASTATE AGRICULTURAL	A CHILD WHO HAS MOVED WITH HIS PARENTS WITHIN A STATE ACROSS SCHOOL DISTRICT BOUNDARIES WITHIN THE LAST TWELVE MONTHS TO OBTAIN TEMPORARY OR SEASONAL WORK IN AGRICULTURE.
III	SETTLED OUT AGRICULTURAL	A STATUS I OR II CHILD WHO, AFTER A TWELVE-MONTH PERIOD, HAS CEASED TO MIGRATE FOR AGRICULTURE-RELATED ACTIVITIES.
IV	INTERSTATE FISHING INDUSTRY	A CHILD WHO HAS MOVED WITH HIS PARENTS ACROSS STATE BOUNDARIES WITHIN THE LAST TWELVE MONTHS TO OBTAIN TEMPORARY OR SEASONAL WORK IN FISHING ACTIVITY.
V	INTRASTATE FISHING INDUSTRY	A CHILD WHO HAS MOVED WITH HIS PARENTS WITHIN A STATE ACROSS SCHOOL DISTRICT BOUNDARIES WITHIN THE LAST TWELVE MONTHS TO OBTAIN TEMPORARY OR SEASONAL WORK IN FISHING ACTIVITY.
VI	SETTLED OUT FISHING	A STATUS IV OR V CHILD WHO, AFTER A TWELVE-MONTH PERIOD, HAS CEASED TO MIGRATE FOR FISHING-RELATED ACTIVITY.

MIGRATORY STATUS FIGURES FROM THE MSRTS WERE EXAMINED AND COMPARED TO MIGRANT HANDICAPPED ENROLLMENT. THIS WAS TO EXPLORE, FOR EXAMPLE, WHETHER HIGHLY MOBILE MIGRANT STUDENTS (I.E., STATUS I STUDENTS) WERE GAINING THE SAME ACCESS TO SPECIAL EDUCATION AS THE HOME-BASED MIGRANT STUDENT.

TITLE: WASHINGTON STATE 1981-82 PROGRAM EVALUATION REPORT FOR MIGRANT CHILDREN'S EDUCATION

SOURCE: SUPERINTENDENT OF PUBLIC INSTRUCTION, STATE OF WASHINGTON

DESCRIPTION: THIS REPORT IS THE FINAL ANNUAL REPORT SUBMITTED TO THE SUPERINTENDENT OF PUBLIC INSTRUCTION BY ALL DISTRICTS WHICH HAVE MIGRANT EDUCATION PROGRAMS. THE REPORT ACCOUNTS FOR THE NUMBER OF MIGRANT PARTICIPANTS WHO HAVE RECEIVED EDUCATIONAL SERVICES IN SCHOOL DISTRICTS FUNDED BY MIGRANT EDUCATION FEDERAL FUNDS.

DATA ELEMENTS USED: THE PROGRAM EVALUATION REPORT CONTAINS VARIOUS TYPES OF DATA ON MIGRANT STUDENTS AND PROGRAMS. FOR PURPOSES OF THE MCEN CHILDCOUNT ANALYSIS, THE FOLLOWING DATA POINTS FROM THE EVALUATION REPORT WERE USED:

(A) NUMBER OF TITLE I MIGRANT PARTICIPANTS DURING THE REGULAR SCHOOL TERM BY GRADE AND TYPE OF INSTRUCTION (UNDUPLICATED COUNT).

(B) TOTAL NUMBER OF MIGRANT STUDENTS WHO RECEIVED SPECIAL EDUCATION SERVICES FUNDED BY ANY SOURCE. THIS PARTICULAR DATA POINT ALLOWED A WAY TO COMPARE THE SIMILARITY OF THE MCEN HANDICAPPED CHILDCOUNT WITH THE MIGRANT SPECIAL EDUCATION COUNT.

(C) TOTAL NUMBER OF TITLE I MIGRANT PARTICIPANTS DURING THE REGULAR SCHOOL TERM BY RACIAL/ETHNIC GROUP (UNDUPLICATED COUNT). THIS FIGURE WAS EXAMINED TO IDENTIFY THE POTENTIAL INFLUENCE OF ETHNICITY ON MIGRANT HANDICAPPED ENROLLMENT RATES.

TITLE: COMPTROLLER GENERAL'S REPORT TO THE CHAIRMAN, SUBCOMMITTEE ON SELECT EDUCATION, COMMITTEE ON EDUCATION AND LABOR, HOUSE OF REPRESENTATIVES, 'DISPARITIES STILL EXIST IN WHO GETS SPECIAL EDUCATION', SEPTEMBER 1981.

SOURCE: OFFICE OF EDUCATION

DESCRIPTION: THE COMPTROLLER GENERAL'S REPORT IS A TECHNICAL REVIEW OF EXISTING EVALUATION STUDIES AND INFORMATION ON NATIONWIDE ACCESS TO SPECIAL EDUCATION.

DATA ELEMENTS USED: THE FEDERAL OFFICE OF SPECIAL EDUCATION NATIONAL CHILDCOUNT DATA FOR 1980-81 DESCRIBED IN THE COMPTROLLER GENERAL'S REPORT WERE COMPARED TO THE MCEN CHILDCOUNT DATA.

SECTION III

MCEN CHILDCOUNT FINDINGS

THE MCEN CHILDCOUNT SOUGHT TO GATHER DATA WHICH WOULD DETERMINE IF MIGRANT STUDENTS IN WASHINGTON STATE WERE UNDER OR OVERREPRESENTED IN SPECIAL EDUCATION. THE PROCESS FOR DETERMINING THE RATE OF PARTICIPATION OF MIGRANT STUDENTS IN SPECIAL EDUCATION WAS TO COMPARE MIGRANT HANDICAPPED ENROLLMENT TO THE TOTAL HANDICAPPED ENROLLMENT IN DISTRICTS WITH MIGRANT EDUCATION PROGRAMS. A FURTHER BREAKDOWN AND COMPARISON OF THE TOTAL HANDICAPPED ENROLLMENT TO THE MIGRANT HANDICAPPED ENROLLMENT BY HANDICAP CATEGORIES ALLOWED EXAMINATION OF THE UNDER AND OVER REPRESENTATION ISSUE WITHIN SPECIFIC HANDICAP CATEGORIES, SUCH AS MILDLY RETARDED AND LEARNING DISABLED.

ANALYSIS ALSO INCLUDED A COMPARISON OF THE BREAKDOWN OF THE ETHNIC AND MIGRATORY STATUS OF MIGRANT HANDICAPPED STUDENTS TO THE ETHNIC AND MIGRATORY STATUS OF THE MIGRANT STUDENT POPULATION AS A WHOLE. THE ANALYSIS OF THE MCEN CHILDCOUNT DATA BY MIGRATORY STATUS WAS INCLUDED TO DETERMINE THE SPECIAL EDUCATION PARTICIPATION RATES OF HIGHLY MOBILE MIGRANT HANDICAPPED STUDENTS AGAINST THE PARTICIPATION RATES OF LESS MOBILE, HOME-BASED MIGRANT STUDENTS.

THE MCEN CHILDCOUNT WAS COLLECTED ON A MONTHLY BASIS IN RECOGNITION OF THE FACT THAT MIGRATORY AND INFLUX PATTERNS VARY STATEWIDE THROUGHOUT THE YEAR. THIS VARIATION AFFECTS MIGRANT ENROLLMENT AND THEREFORE MIGRANT HANDICAPPED STUDENT ENROLLMENT.

MIGRANT HANDICAPPED STUDENTS SERVED

THE NUMBER OF MIGRANT HANDICAPPED STUDENTS REPORTED BY SCHOOL DISTRICTS WITH MIGRANT EDUCATION PROGRAMS IS DISPLAYED IN TABLE 3. ALL DISTRICTS, WITH

THE EXCEPTION OF ONE, REPORTED MIGRANT HANDICAPPED STUDENTS RECEIVING SPECIAL EDUCATION FOR AT LEAST ONE MONTH. ONLY FIVE OF THE DISTRICTS REPORTED NOT SERVING MIGRANT HANDICAPPED CHILDREN IN ONE OR MORE MONTHS. THE TOTAL NUMBER OF MIGRANT HANDICAPPED STUDENTS SERVED SEPTEMBER TO MAY RANGED FROM 607 TO 804.

TABLE 3

MIGRANT HANDICAPPED STUDENTS REPORTED
ON MONTHLY** MCEN CHILDCOUNT BY MIGRANT DISTRICT
1981-82

DISTRICT	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
BREWSTER	6	6	3	3	4	6	7	8	7
BRIDGEPORT	1	1	1	3	3	3	3	3	3
BURLINGTON-EDISON	7	6	5	5	9	8	7	7	8
CASHMERE*	-	-	-	-	-	-	-	-	-
COLLEGE PLACE	4	4	4	4	4	4	4	4	2
CONWAY	0	0	0	0	0	0	0	0	0
DAYTON	0	0	0	0	0	0	0	0	3
EASTMONT*	-	-	-	-	-	-	-	-	-
ELMA	3	3	3	3	6	4	5	8	6
ENTIAT*	-	-	-	-	-	-	-	-	-
FIFE	2	2	2	2	2	2	2	2	2
GRANDVIEW	42	42	42	43	40	40	39	39	40
HIGHLAND	2	2	3	3	2	2	5	5	6
KENNEWICK	19	14	14	14	15	14	14	13	14
LAKE CHELAN*	-	-	-	-	-	-	-	-	-
LIND	0	0	0	0	0	0	3	3	3
MABTON	11	12	13	14	15	16	16	16	16
MANSON*	-	-	-	-	-	-	-	-	-
MOSES LAKE	30	32	32	35	35	37	38	38	39
MOUNT ADAMS	1	1	1	1	1	1	1	1	1
MOUNT VERNON	9	9	10	12	12	10	10	10	10
NACHES VALLEY	6	6	5	5	5	5	5	5	5
NORTH FRANKLIN	36	36	37	38	37	40	39	39	39
OCEAN BEACH	5	19	18	18	23	20	22	38	20
OCOSTA	9	9	9	9	10	8	8	16	0
ODESSA	7	7	7	7	7	7	6	6	6
OMAK	3	3	3	3	3	3	2	6	3
ORONDO*	-	-	-	-	-	-	-	-	-
OROVILLE	13	17	17	16	17	16	16	17	14
OTHELLO	53	51	51	39	38	46	48	58	61
PALISADES*	-	-	-	-	-	-	-	-	-
PASCO	38	43	47	44	49	55	58	72	72
PATEROS	9	10	10	9	8	5	5	5	5
PESHASTIN-DRYDEN*	-	-	-	-	-	-	-	-	-
PORT TOWNSEND	3	3	3	3	3	4	4	4	4
PRESCOTT	3	0	0	0	0	0	0	3	0
PROSSER	9	8	18	9	12	12	12	12	12
QUINCY*	-	-	-	-	-	-	-	-	-
ROYAL	0	0	0	0	0	0	1	2	3
SEDRO WOOLLEY	5	5	5	5	5	6	6	6	6
SELAH	5	5	5	5	6	6	6	7	7
SHELTON	11	11	11	11	11	11	11	8	8
SUNNYSIDE	55	55	55	55	55	55	48	52	52
TACOMA	1	1	1	1	1	1	2	1	3
TONASKET	2	2	2	2	2	2	2	2	2
TOPPENISH	22	39	41	43	43	45	44	42	47
UNION GAP	15	14	8	10	10	10	9	9	8
WALLA WALLA	8	8	8	8	9	9	9	9	12
WAPATO	39	41	44	39	37	37	36	74	74
WARDEN	24	24	23	15	19	22	22	20	22
WENATCHEE	37	37	37	37	38	39	41	40	40
WEST VALLEY	4	4	4	5	6	6	6	8	8
WILSON CREEK	6	6	7	7	7	6	5	6	6
YAKIMA	52	64	64	64	65	66	72	75	72
ZILLAH	0	4	5	5	5	5	6	5	5
TOTAL	607	658	678	653	681	694	705	804	776

* INCLUDED IN WENATCHEE

** THE MONTHLY COUNT OCCURRED FROM SEPTEMBER 1981-MAY 1982

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COMPARISON OF MIGRANT HANDICAPPED ENROLLMENT TO MIGRANT AND HANDICAP ENROLLMENT

THE PARTICIPATION RATE OF MIGRANT STUDENTS IN SPECIAL EDUCATION WITHIN THE 46 MIGRANT EDUCATION DISTRICTS WAS DETERMINED IN THE FOLLOWING MANNER. FIRST, MIGRANT STUDENT ENROLLMENT WAS COMPARED TO TOTAL SCHOOL ENROLLMENT. TABLE 4 (BELOW) COMPARES THE MIGRANT MONTHLY ENROLLMENT FROM THE WASHINGTON STATE MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS) FOR THE 46 MIGRANT DISTRICTS TO THEIR TOTAL SCHOOL ENROLLMENT. THE MIGRANT STUDENT ENROLLMENT STEADILY INCREASED FROM SEPTEMBER TO MAY. ONE EXPLANATION FOR THE LOWER SEPTEMBER MIGRANT ENROLLMENT IS THAT MIGRANT STUDENTS ENROLL LATE IN THE FALL DUE TO MOBILITY CAUSED BY THE NEED TO WORK AND FINISH FALL AGRICULTURAL WORK OR BECAUSE THEY ARE RETURNING HOME TO SENDING STATES.

TABLE 4

MONTHLY (MSRTS) MIGRANT ENROLLMENT AND TOTAL SCHOOL ENROLLMENT IN MIGRANT EDUCATION FUNDED DISTRICTS

MONTH	TOTAL SCHOOL ENROLLMENT: MIGRANT FUNDED DISTRICTS	MSRTS MONTHLY MIGRANT ENROLLMENT: MIGRANT FUNDED DISTRICTS	PERCENT MIGRANT ENROLLMENT
SEPTEMBER	131,433	5,128	3.90%
OCTOBER	133,043	8,035	6.04
NOVEMBER	132,032	8,483	6.42
DECEMBER	129,356	9,059	7.0
JANUARY	130,895	9,095	6.95
FEBRUARY	130,685	9,241	7.07
MARCH	130,784	9,449	7.22
APRIL	130,952	9,696	7.40
MAY	130,767	10,023	7.66

THE NEXT STEP WAS TO COMPARE THE HANDICAP ENROLLMENT TO THE TOTAL SCHOOL ENROLLMENT. TABLE 5 DISPLAYS THE MONTHLY HANDICAP STUDENT ENROLLMENT FOR THE 46 MIGRANT EDUCATION DISTRICTS IN COMPARISON TO THE MONTHLY TOTAL SCHOOL ENROLLMENT FOR THESE DISTRICTS.

TABLE 5 DISPLAYS THE MONTHLY PERCENTAGE OF HANDICAPPED STUDENTS SERVED BY THE MIGRANT EDUCATION DISTRICTS RANGED FROM 8.27% TO 9.41%. THE HANDICAPPED ENROLLMENT STEADILY INCREASED FROM SEPTEMBER TO APRIL AND DROPPED OFF SLIGHTLY IN MAY.

TABLE 5

HANDICAP ENROLLMENT AND TOTAL
SCHOOL ENROLLMENT IN MIGRANT EDUCATION DISTRICTS

MONTH	TOTAL SCHOOL ENROLLMENT FOR MIGRANT DISTRICTS	HANDICAP MONTHLY ENROLLMENT FOR MIGRANT DISTRICTS	PERCENT HANDICAPPED ENROLLMENT
SEPTEMBER	131,433	10,867	8.27%
OCTOBER	133,043	11,297	8.49
NOVEMBER	132,032	11,624	8.49
DECEMBER	129,356	11,741	9.08
JANUARY	130,895	11,903	9.09
FEBRUARY	130,685	11,380	8.71
MARCH	130,784	12,116	9.26
APRIL	130,952	12,318	9.41
MAY	130,767	12,245	9.36

THE PERCENTAGE OF HANDICAPPED STUDENTS SERVED FOR EACH MONTH CAN BE COMPARED TO THE STATEWIDE PERCENTAGE OF HANDICAPPED STUDENTS SERVED. DATA FROM THE WASHINGTON STATE 'MONTHLY REPORT OF SCHOOL DISTRICT HANDICAP ENROLLMENT' INDICATED THAT DURING THE 1981-82 SCHOOL YEAR, 8.24% OF WASHINGTON STATE'S TOTAL SCHOOL ENROLLMENT WAS IDENTIFIED AS HANDICAPPED AND RECEIVED SPECIAL EDUCATION.

THIS PERCENTAGE WAS BASED ON A NINE-MONTH AVERAGE ENROLLMENT (SEPTEMBER THROUGH MAY) FOR ALL DISTRICTS IN THE STATE SERVING HANDICAPPED STUDENTS. TABLE 5 SHOWS THAT THE DISTRICTS WITH MIGRANT EDUCATION PROGRAMS HAD, ON THE AVERAGE, A MONTHLY PERCENTAGE OF HANDICAPPED STUDENTS SERVED RANGING FROM 8.27% TO 9.41% WHICH WAS SLIGHTLY HIGHER THAN THE STATEWIDE HANDICAPPED ENROLLMENT PERCENTAGE OF 8.24%.

THE MONTHLY PERCENTAGE OF MIGRANT HANDICAPPED STUDENTS SERVED BY THE MIGRANT EDUCATION DISTRICTS WAS COMPUTED BY DIVIDING THE MIGRANT HANDICAPPED ENROLLMENT BY THE MIGRANT ENROLLMENT SHOWN IN TABLE 4. TABLE 6 DISPLAYS THE MONTHLY PERCENTAGE OF MIGRANT HANDICAPPED STUDENTS SERVED BY THE MIGRANT EDUCATION DISTRICTS.

TABLE 6

MIGRANT HANDICAPPED STUDENTS SERVED
BY MONTH IN MIGRANT DISTRICTS

MONTH	MIGRANT ENROLLMENT	MIGRANT HANDICAPPED ENROLLMENT	PERCENT OF MIGRANT HANDICAPPED SERVED BY MIGRANT DISTRICTS
SEPTEMBER	5,128	607	11.84%
OCTOBER	8,035	658	8.19
NOVEMBER	8,483	678	7.99
DECEMBER	9,059	653	7.21
JANUARY	9,095	681	7.49
FEBRUARY	9,241	694	7.51
MARCH	9,449	705	7.46
APRIL	9,696	804	8.29
MAY	10,023	776	7.74

A COMPARISON OF MONTHLY PERCENTAGES OF MIGRANT HANDICAPPED STUDENTS DISPLAYED IN TABLE 6 WITH THE PERCENTAGE OF HANDICAPPED ENROLLMENT SHOWN IN TABLE 5 INDICATES THAT, WITH THE EXCEPTION OF SEPTEMBER, THE PERCENTAGE

OF MIGRANT HANDICAPPED STUDENTS WAS LOWER THAN THE DISTRICTS' PERCENTAGE OF HANDICAPPED SERVED. THE HIGHER SEPTEMBER PERCENTAGE OF MIGRANT HANDICAPPED STUDENTS SERVED MIGHT BE EXPLAINED BY THE LOWER MIGRANT STUDENT ENROLLMENT IN SEPTEMBER WHICH INFLATED THE PERCENTAGE OF MIGRANT HANDICAPPED ENROLLMENT.

THE PERCENTAGE OF MIGRANT HANDICAPPED STUDENTS SERVED CAN ALSO BE COMPARED TO THE STATEWIDE PERCENTAGE OF HANDICAPPED STUDENTS SERVED. AS STATED PREVIOUSLY, 8.24% OF THE STATE'S TOTAL SCHOOL ENROLLMENT WAS IDENTIFIED AS HANDICAPPED AND RECIEVED SPECIAL EDUCATION DURING THE 1981-82 SCHOOL YEAR. TABLE 6 SHOWS THAT THE PERCENTAGE OF MIGRANT HANDICAPPED STUDENTS SERVED WAS LOWER, THOUGH NOT SUBSTANTIALLY SO, THAN WASHINGTON'S STATEWIDE 8.24% OF HANDICAPPED SERVED FOR ALL MONTHS EXCEPT SEPTEMBER AND APRIL. TABLE 6 SHOWS THAT IN COMPARISON TO THE STATEWIDE FIGURE OF 8.24%, MIGRANT HANDICAPPED ENROLLMENT, WITH THE EXCEPTION OF SEPTEMBER, RANGED FROM A LOW OF 7.21% TO A HIGH OF 8.29%.

COMPARISON OF UNDUPLICATED COUNTS OF MIGRANT STUDENTS WITH MIGRANT HANDICAPPED STUDENTS

IN 1981-82, THE WASHINGTON STATE OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION MIGRANT EDUCATION PROGRAM EVALUATION REQUESTED TWO (2) DATA POINTS RELATED TO SPECIAL EDUCATION IN THE PROGRAM EVALUATION REPORT. THE REPORT WAS SUBMITTED TO THE MIGRANT EDUCATION EVALUATOR LOCATED IN THE TESTING AND EVALUATION SECTION OF SPI BY EVERY SCHOOL DISTRICT WHICH RECEIVES FUNDS

FOR MIGRANT EDUCATION. DISTRICTS WERE ASKED TO PROVIDE THE FOLLOWING:

(1) NUMBER OF MIGRANT STUDENTS WHO RECEIVED SPECIAL EDUCATION SERVICES FUNDED BY ANY FUND SOURCE, AND

(2) NUMBER OF MIGRANT STUDENTS WHO RECEIVED SPECIAL EDUCATION SERVICES FUNDING WITH CHAPTER 1 MIGRANT FUNDS.

THESE DATA PROVIDED AN OPPORTUNITY FOR COMPARISON WITH THE MCEN CHILDCOUNT RESULTS.

DISTRICTS WITH MIGRANT EDUCATION PROGRAMS REPORTED AN UNDUPLICATED COUNT OF MIGRANT STUDENTS SERVED BY SPECIAL EDUCATION FOR THE 1981-82 SCHOOL YEAR IN THE EVALUATION REPORT. THIS UNDUPLICATED COUNT WAS COMPARED TO THE UNDUPLICATED COUNT OF MIGRANT HANDICAPPED STUDENTS SERVED IN A MIGRANT EDUCATION PROGRAM. THE PERCENTAGE OF MIGRANT HANDICAPPED STUDENTS SERVED VARIED DISTRICT TO DISTRICT. ON THE AVERAGE, 10.5% OF THE MIGRANT STUDENTS SERVED WERE RECEIVING SPECIAL EDUCATION. THIS FIGURE INCLUDES THE MONTH OF JUNE UNLIKE THE MCEN CHILDCOUNT WHICH OCCURRED FROM SEPTEMBER THROUGH MAY AND DID NOT INCLUDE THE MONTH OF JUNE. THIS IS CONSISTENT WITH THE MCEN MONTHLY PERCENTAGES OF MIGRANT HANDICAPPED STUDENTS SERVED. TABLE 6 SHOWS THAT THE MCEN MONTHLY PERCENTAGES OF MIGRANT HANDICAPPED STUDENTS SERVED VARIED FROM 7.21-11.84%.

Comparison of Migrant Handicapped Students to Handicapped Students Served by Handicapping Condition

Table 7 displays a summary of migrant handicapped enrollment across handicapping conditions or categories. The 46 districts with migrant education programs reported serving migrant students with all handicapping conditions except deaf-blind. The migrant handicapped enrollment in each handicap category did not vary greatly month to month.

Table 7

Monthly Count of Migrant Handicapped Students Served by Handicapping Condition in Migrant Districts

Handicapping Condition	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Preschool Handicapped	14	15	14	15	18	21	22	27	23
Orthopedically Impaired	2	3	3	3	4	4	4	5	5
Health Impaired	14	15	16	17	19	19	17	24	19
Mild Mentally Retarded	163	167	169	164	168	165	162	182	186
Moderate Mentally Retarded	14	19	23	20	18	19	20	19	19
Severely Mentally Retarded	4	4	4	3	3	3	4	4	4
Multihandicapped	9	8	8	8	8	9	8	12	10
Deaf	4	3	3	3	3	3	2	2	2
Hard of Hearing	5	5	5	5	6	5	5	5	8
Visually Handicapped	3	4	3	4	3	3	2	4	3
Deaf-Blind	0	0	0	0	0	0	0	0	0
Behaviorally Disabled	17	14	15	13	13	12	11	30	26
Learning Disabled	297	323	332	313	335	348	375	400	378
Communication Disordered	61	79	83	85	83	83	74	91	95

The under or overrepresentation of migrant handicapped students in each handicap category was determined in the following manner. First, the handicap enrollment in the migrant education districts was distributed across the handicap categories. The percentage of the total handicapped enrollment accounted for by each handicap category was computed.

TABLE 8 SHOWS THE PERCENT OF HANDICAPPED STUDENTS IN THE MIGRANT EDUCATION DISTRICTS BY HANDICAPPING CONDITION. FOR EXAMPLE, IN SEPTEMBER, PRESCHOOL HANDICAPPED STUDENTS ACCOUNTED FOR 3.6% OF THE TOTAL HANDICAPPED SERVED IN THE 46 DISTRICTS, WHEREAS LEARNING DISABLED STUDENTS MADE UP 45.57% OF THE TOTAL HANDICAPPED SERVED IN SEPTEMBER. THE PERCENTAGE OF ALL HANDICAPPED STUDENTS SERVED IN EACH HANDICAP CATEGORY DID NOT VARY GREATLY MONTH TO MONTH. TABLE 8 SHOWS LEARNING DISABLED, COMMUNICATION DISORDERED AND MILDLY RETARDED STUDENTS MADE UP THE MAJORITY OF THE TOTAL HANDICAPPED STUDENT POPULATION SERVED IN THE MIGRANT EDUCATION DISTRICTS.

THE MIGRANT HANDICAPPED ENROLLMENT IN MIGRANT EDUCATION DISTRICTS WAS ALSO DISPLAYED BY HANDICAP CATEGORY AND PERCENTAGES OF THE TOTAL MIGRANT HANDICAPPED ENROLLMENT ACCOUNTED FOR BY EACH OF THE HANDICAP CATEGORIES WERE COMPUTED. TABLE 9 SHOWS THE PERCENT OF MIGRANT HANDICAPPED STUDENTS SERVED IN THE MIGRANT EDUCATION DISTRICTS BY HANDICAPPING CONDITION. FOR EXAMPLE, IN SEPTEMBER, MIGRANT HANDICAPPED PRESCHOOL STUDENTS ACCOUNTED FOR 2.31% OF THE TOTAL MIGRANT HANDICAPPED SERVED IN THE 46 DISTRICTS WHEREAS LEARNING DISABLED MIGRANT HANDICAPPED STUDENTS MADE UP 48.98% OF THE TOTAL MIGRANT HANDICAPPED SERVED IN SEPTEMBER. AS IN TABLE 8, THE PERCENTAGE SERVED IN EACH HANDICAPPING CATEGORY DID NOT VARY GREATLY BY MONTH. ALSO, AS WAS TRUE WITH THE HANDICAP POPULATION IN THE MIGRANT EDUCATION DISTRICTS, LEARNING DISABLED, COMMUNICATION DISORDERED AND MILDLY RETARDED STUDENTS MADE UP THE MAJORITY OF THE TOTAL MIGRANT HANDICAPPED SERVED IN THESE DISTRICTS.

BY COMPARING THE MONTHLY PERCENTAGES IN TABLES 8 AND 9 SOME GENERALIZATIONS REGARDING THE UNDER AND OVERREPRESENTATION OF MIGRANT HANDICAPPED STUDENTS IN

EACH HANDICAP CATEGORY CAN BE MADE. FOR EXAMPLE, IN COMPARING THE PERCENT OF MILDLY RETARDED HANDICAPPED STUDENTS SERVED IN SEPTEMBER (13.56%) IN TABLE 8 TO THE PERCENT OF MILDLY RETARDED MIGRANT HANDICAPPED STUDENTS SERVED IN SEPTEMBER (26.85%) IN TABLE 9, A SUBSTANTIAL DIFFERENCE IS NOTED: THAT IS, MORE MIGRANT HANDICAPPED MILD MENTALLY RETARDED WERE IDENTIFIED AND SERVED THAN WERE HANDICAPPED MILD RETARDED STUDENTS. WITH THE EXPECTATION THAT THE DISTRIBUTION OF MIGRANT HANDICAPPED STUDENTS SHOULD BE SIMILAR TO THE DISTRIBUTION OF HANDICAPPED STUDENTS ACROSS HANDICAP CATEGORIES, THE DATA SUGGESTED THAT MIGRANT HANDICAPPED STUDENTS WERE OVERREPRESENTED IN THE MILD MENTALLY RETARDED CATEGORY. IN THE HANDICAP CATEGORIES OF HEALTH IMPAIRED AND HARD OF HEARING, MIGRANT HANDICAPPED STUDENTS ALSO APPEARED TO BE OVERREPRESENTED.

FURTHER COMPARISONS SHOW THAT PRESCHOOL HANDICAPPED, ORTHOPEDICALLY IMPAIRED, SEVERE MENTALLY RETARDED, DEAF, BEHAVIORALLY DISABLED AND COMMUNICATION DISORDERED MIGRANT STUDENTS WERE UNDERREPRESENTED. FOR EXAMPLE, THE PERCENT OF PRESCHOOL MIGRANT HANDICAPPED WAS LOWER THAN THE PERCENT OF PRESCHOOL HANDICAPPED STUDENTS SERVED. THERE APPEARED TO BE UNDERREPRESENTATION IN THE CATEGORIES OF BEHAVIORALLY DISABLED AND COMMUNICATION DISORDERED.

TABLE 8

HANDICAPPED STUDENTS BY HANDICAPPING CONDITION
IN DISTRICTS WITH MIGRANT EDUCATION PROGRAMS

	% of Total Handicapped Served														
	Preschool Handicapped	Orthopedically Impaired	Health Impaired	Mild Retarded	Moderate Retarded	Severely Retarded	Multi-handicapped	Deaf	Hard of Hearing	Visual Handicapped	Deaf Blind	Behaviorally Disabled	Learning Disabled	Communication Disordered	Total
September	3.6%	1.03%	2.05%	13.56%	3.38%	.90%	1.19%	1.12%	.43%	.53%	.01%	7.95%	45.57%	18.59%	100%
October	3.68	1.14	2.04	13.56	3.29	.85	1.28	1.06	.53	.49	.08	7.92	45.02	19.06	100
November	3.97	1.05	2.0	13.61	3.12	.69	1.32	1.01	.61	.45	.04	7.56	45.51	19.08	100
December	4.23	1.07	2.06	13.41	3.09	.63	1.32	.96	.63	.44	.07	8.03	44.60	19.46	100
January	4.30	1.04	2.09	13.09	3.11	.63	1.28	.95	.57	.44	.06	7.27	45.65	19.53	100
February	3.59	.99	1.92	13.04	3.27	.87	1.14	1.08	.49	.51	.06	7.43	45.02	20.58	100
March	4.30	1.04	2.09	12.70	3.0	.80	1.32	.96	.55	.44	.07	7.70	46.26	18.78	100
April	4.58	1.03	2.09	12.66	2.94	.61	1.36	.94	.54	.39	.07	8.91	44.70	19.20	100
May	4.56	1.01	2.06	12.71	3.01	.58	1.41	.93	.56	.40	.06	7.34	46.82	18.58	100

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TABLE 9

MIGRANT HANDICAPPED STUDENTS BY HANDICAPPING CONDITION IN DISTRICTS WITH MIGRANT EDUCATION PROGRAMS

	% of Total Handicapped Served														
	Preschool Handicapped	Orthopedically Impaired	Health Impaired	Mild Retarded	Moderate Retarded	Severely Retarded	Multi-handicapped	Deaf	Hard of Hearing	Visual Handicapped	Deaf Blind	Behaviorally Disabled	Learning Disabled	Communication Disordered	Total
September	2.31%	.33%	2.31%	25.85%	2.31%	.66%	1.48%	.66%	.82%	.49%	0	2.8%	48.98%	10.0%	100%
October	2.28	.46	2.28	25.38	2.89	.61	1.22	.46	.76	.46	0	2.13	49.09	12.0	100
November	2.06	.44	2.36	24.93	3.39	.59	1.18	.44	.74	.44	0	2.21	48.97	12.24	100
December	2.30	.46	2.60	25.41	3.06	.46	1.23	.46	.77	.61	0	1.99	47.93	13.02	100
January	2.64	.59	2.79	24.67	2.64	.44	1.17	.44	.88	.44	0	1.90	49.19	12.19	100
February	3.02	.58	2.74	23.78	2.74	.43	1.30	.43	.72	.43	0	1.73	50.14	11.96	100
March	3.12	.57	2.41	22.98	2.84	.57	1.13	.28	.71	.28	0	1.56	53.19	10.50	100
April	3.36	.62	2.99	22.64	2.36	.50	1.49	.25	.62	.50	0	3.73	49.75	11.32	100
May	2.84	.64	2.45	23.91	2.45	.52	1.29	.26	1.03	.39	0	3.35	48.71	12.24	100

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Comparison of Migrant Handicapped Enrollment to Statewide Handicapped Enrollment by Handicap Category

The migrant handicapped enrollment also can be compared to the statewide handicapped enrollment by handicap category. For the 1981-82 school year, Washington State served an average of 61,128 handicapped students. The figure of 61,128 was derived by averaging the nine-month handicapped enrollment of all districts in the state serving handicapped students. Table 10 shows the distribution of the state's handicapped enrollment across the 14 handicap categories. The percentage of migrant handicapped students served by handicap category was computed on a monthly basis and is shown in Table 9. The monthly percentages in each handicap category can be compared to the statewide average nine-month enrollment percentages for all handicapped students in each handicap category.

Table 10

Total Handicapped Students Served by Handicap Category

Handicap Category	Total Handicapped Served by Handicap Category	Percent Served by Category
Preschool Handicapped	2,534	4.15%
Orthopedically Impaired	654	1.07
Health Impaired	1,282	2.10
Mild Mentally Retarded	6,476	10.59
Moderate Mentally Retarded	1,666	2.73
Severe Mentally Retarded	369	.60
Multi-Handicapped	907	1.48
Deaf	443	.72
Hard of Hearing	464	.76
Visually Handicapped	251	.41
Deaf-Blind	20	.03
Behaviorally Disabled	4,404	7.20
Learning Disabled	29,856	48.84
Communication Disordered	11,834	19.36
TOTAL	61,128	100%

(The total number of handicapped students served was based on a nine-month average enrollment (September through May)).

WHEN THE RANGE OF PERCENTAGES BY MONTH OF MIGRANT HANDICAPPED STUDENTS SERVED BY HANDICAP CATEGORY DISPLAYED IN TABLE 9 ARE COMPARED TO THE STATEWIDE PERCENTAGES OF TOTAL HANDICAPPED STUDENTS SERVED BY HANDICAP CATEGORY (TABLE 10), SEVERAL DIFFERENCES ARE NOTED:

A) PRESCHOOL HANDICAPPED - THE MONTHLY PERCENTAGE OF MIGRANT HANDICAPPED CHILDREN SERVED IN THIS CATEGORY RANGED FROM 2.06 TO 3.36%. THE STATEWIDE TOTAL HANDICAPPED POPULATION IN THIS CATEGORY WAS 4.15%.

B) ORTHOPEDICALLY IMPAIRED - THE PERCENTAGE OF MIGRANT HANDICAPPED STUDENTS SERVED IN THIS CATEGORY RANGED MONTHLY FROM .33 TO .64% AS COMPARED TO A STATEWIDE TOTAL HANDICAPPED PERCENTAGE RATE OF 1.07%.

C) HEALTH IMPAIRED - THE MONTHLY PERCENTAGE OF MIGRANT STUDENTS SERVED IN THIS CATEGORY RANGED FROM 2.29 TO 2.99%. THE PERCENTAGE RATE OF TOTAL STATEWIDE HANDICAPPED SERVED IN THIS CATEGORY WAS 2.10%.

D) MILD MENTALLY RETARDED - THE MONTHLY PERCENTAGE OF MIGRANTS SERVED IN THIS CATEGORY RANGED FROM 22.64 TO 26.85%. THE PERCENTAGE RATE OF THE TOTAL STATEWIDE HANDICAP STUDENT POPULATION SERVED IN THIS CATEGORY WAS 10.59%.

E) DEAF - THE PERCENTAGE OF MIGRANT HANDICAPPED DEAF STUDENTS SERVED RANGED FROM .25 TO .66%. TOTAL STATEWIDE HANDICAPPED SERVED IN THIS CATEGORY WAS .72%.

F) BEHAVIORALLY DISABLED - THE MONTHLY PERCENTAGE FOR MIGRANTS SERVED IN THIS CATEGORY RANGED FROM 1.56 TO 3.73%. THE TOTAL STATEWIDE HANDICAPPED POPULATION SERVED IN THIS CATEGORY WAS 7.20%.

G) COMMUNICATION DISORDERED - THE PERCENT OF MIGRANT STUDENTS SERVED ON A MONTHLY BASIS IN THIS CATEGORY RANGED FROM 10.0 TO 13.02%, THE PERCENT OF HANDICAPPED STUDENTS SERVED STATEWIDE IN THIS CATEGORY WAS 19.36%

MIGRANT HANDICAPPED STUDENTS APPEARED TO BE UNDERREPRESENTED IN THE CATEGORIES OF PRESCHOOL HANDICAPPED, ORTHOPEDICALLY IMPAIRED, DEAF, AND BEHAVIORALLY DISABLED WHEN MIGRANT HANDICAPPED ENROLLMENT WAS COMPARED TO BOTH THE HANDICAPPED POPULATION IN THE MIGRANT EDUCATION DISTRICTS AND TO THE STATEWIDE HANDICAPPED ENROLLMENT. OVERREPRESENTATION FOR MIGRANT HANDICAPPED STUDENTS OCCURRED IN THE CATEGORIES OF HEALTH IMPAIRED AND MILD MENTALLY RETARDED IN BOTH COMPARISONS. NO SIGNIFICANT DIFFERENCES IN PERCENTAGE SERVED WERE NOTED IN THE OTHER HANDICAP CATEGORIES.

COMPARISON OF MIGRANT HANDICAPPED CHILDCOUNT TO THE NATIONAL HANDICAP CHILDCOUNT

NATIONAL PERCENTAGES FOR THE HANDICAPPED POPULATION IN EACH OF THE HANDICAP CATEGORIES WERE ALSO AVAILABLE FOR COMPARISON WITH THE MCEN DATA. THE COMPTROLLER GENERAL'S REPORT DISPLAYED THE NATIONAL CHILDCOUNT FIGURES FOR 1980-81 IN PERCENTAGES. THE NATIONAL HANDICAP CHILDCOUNT DATA ARE SHOWN IN TABLE 11. EVEN THOUGH THE FIGURES ARE FOR THE 1980-81 SCHOOL YEAR AND SOME HANDICAP CATEGORIES WERE NOT RECOGNIZED (I.E., PRESCHOOL HANDICAPPED) AND OTHERS WERE GROUPED TOGETHER (I.E., MILD, MODERATE AND SEVERE MENTALLY RETARDED AND DEAF AND HARD OF HEARING), SOME GENERAL CONCLUSIONS WERE MADE WHEN THESE FIGURES WERE COMPARED TO THE WASHINGTON STATE 1981-82 FIGURES. FOR EXAMPLE, TABLE 10 SHOWS THAT FOR 1981-82, 1.07% OF ALL HANDICAPPED STUDENTS IN WASHINGTON STATE WERE ORTHOPEDICALLY IMPAIRED. FIGURES IN TABLE 11 FOR 1980-81 INDICATE THAT 1.4% OF HANDICAPPED STUDENTS NATIONWIDE WERE ORTHOPEDICALLY IMPAIRED. IN CONTRAST, DURING 1981-82, A MONTHLY RANGE OF .33 TO .64% OF MIGRANT HANDICAPPED STUDENTS WERE ORTHOPEDICALLY HANDICAPPED (SEE TABLE 9).

THE PERCENT OF MIGRANT HANDICAPPED STUDENTS SERVED WHO WERE DEAF RANGED FROM .25 TO .66% FOR THE MONTHS OF SEPTEMBER THROUGH MAY (TABLE 9). TABLE 11 SHOWS THAT IN 1981-82, .72% OF ALL WASHINGTON STATE HANDICAPPED STUDENTS WERE DEAF. THE MIGRANT RANGE OF .25 TO .66% WAS LOWER THAN NATIONAL FIGURES FOR 1980-81 WHICH SHOWED 1.4% (SEE TABLE 11) OF HANDICAPPED STUDENTS WERE DEAF AND/OR HARD OF HEARING. THIS COMPARISON WAS WEAKENED BY THE FACT THAT IN WASHINGTON STATE DEAF AND HARD OF HEARING FORM TWO DISTINCT HANDICAP CATEGORIES, NOT ONE, AS IN THE NATIONAL FIGURES. MIGRANT STUDENTS WERE OVERREPRESENTED IN THE HARD OF HEARING CATEGORY IN WASHINGTON STATE. NOTE IN TABLE 10 THAT HANDICAPPED STUDENTS COMPRISED .76% OF THE HARD OF HEARING HANDICAP ENROLLMENT IN WASHINGTON STATE. IN CONTRAST, IN TABLE 9, A RANGE OF .62 TO 1.03% OF MIGRANT HANDICAPPED STUDENTS IN WASHINGTON STATE WERE HARD OF HEARING.

TABLE 11 INDICATES THAT IN 1980-81, 8.0% OF ALL HANDICAPPED STUDENTS NATIONALLY WERE BEHAVIORALLY DISABLED. TABLE 10 SHOWS THAT 7.20% OF WASHINGTON STATE STUDENTS WERE IN THIS CATEGORY AS COMPARED TO A RANGE OF 1.56 TO 3.73% FOR MIGRANT HANDICAPPED STUDENTS (TABLE 9).

TABLE 11 ALSO SHOWS THAT 30.0% OF ALL HANDICAPPED STUDENTS NATIONWIDE WERE COMMUNICATION DISORDERED IN 1980-81 AS COMPARED TO 19.36% FOR WASHINGTON STATE IN 1981-82 (TABLE 10). TABLE 9 SHOWS THAT A MONTHLY RANGE OF BETWEEN 10.0 TO 13.02% OF ALL MIGRANT HANDICAPPED STUDENTS IN WASHINGTON STATE WERE COMMUNICATION DISORDERED.

TABLE 11 SHOWS IN 1980-81 THAT 2.6% OF HANDICAPPED STUDENTS NATIONWIDE WERE HEALTH IMPAIRED AS COMPARED TO 2.10% IN WASHINGTON STATE FOR 1981-82 (TABLE 10). TABLE 9 SHOWS THAT A MONTHLY RANGE OF 2.28 TO 2.99% OF

MIGRANT HANDICAPPED WERE HEALTH IMPAIRED.

TABLE 11 INDICATES THAT IN 1980-81, 19% OF HANDICAPPED STUDENTS NATION-WIDE WERE MENTALLY RETARDED. TABLE 10 SHOWS THAT 10.59% OF HANDICAPPED STUDENTS WERE IN THE MILDLY RETARDED CATEGORY IN WASHINGTON STATE IN 1981-82 AS COMPARED TO A MONTHLY RANGE FROM 22.64 TO 26.85% FOR MIGRANT HANDICAPPED STUDENTS AS INDICATED IN TABLE 9.

TABLE 11

NATIONAL HANDICAPPED CHILDCOUNT*
BY HANDICAP CATEGORY - 1980-81

HANDICAP CATEGORY	PERCENTAGE OF TOTAL HANDICAPPED ENROLLMENT
ORTHOPEDICALLY IMPAIRED	1.4%
HEALTH IMPAIRED	2.6
MENTALLY RETARDED	19.0
MULTIHANDICAPPED	1.5
DEAF AND HARD OF HEARING	1.4
VISUALLY HANDICAPPED	.6
DEAF-BLIND	.1
BEHAVIORALLY DISABLED (EMOTIONALLY DISTURBED)	8.0
LEARNING DISABLED	36.0
SPEECH IMPAIRED (COMMUNICATION DISORDERED)	30.0

* ACTUAL NUMBER OF STUDENTS NOT PROVIDED

Comparison of Ethnic Status
Migrant Handicapped to Migrant Enrollment

The migrant handicapped childcount was reported by ethnic status. Figure 1 shows the monthly enrollment, in percentages, of migrant handicapped students by ethnic status. In each month, Hispanic migrant handicapped students made up the largest ethnic category with the monthly percentages ranging from 65.98 to 70.91. The Anglo (white) population was the next largest ethnic category with the percent ranging from 25.58 to 30.78 from September 1981 to May 1982.

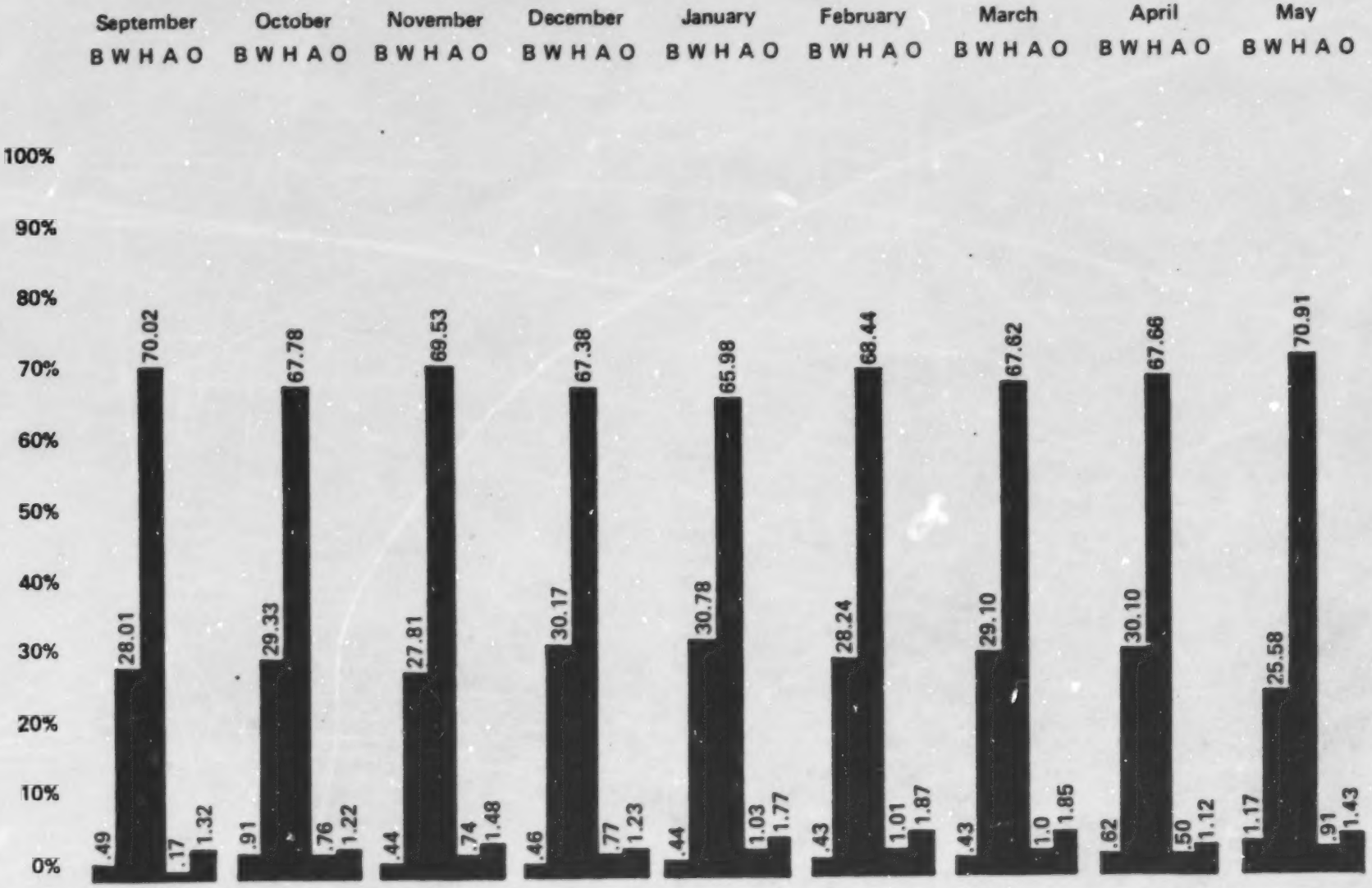
The percentages of migrant handicapped students by ethnic category in Figure 1 can be compared to the ethnic percentage breakdown for the migrant student population. Districts with migrant education programs reported an unduplicated count of migrant students served by ethnic category in the Washington State Program Evaluation Report for 1981-82. From this count, percentages were computed for each ethnic category and are displayed in Table 12. When the ethnic distribution of migrant handicapped students (Figure 1) was compared to the ethnic distribution of migrant students in Table 12, no ethnic group appeared to be overrepresented in the migrant handicapped student population.

Table 12

Unduplicated Count of Migrant Students
Served by Ethnic Category

Ethnic Category	Unduplicated Count of Migrant Students Served	Percentage of Total Migrant Students Served
Black	23	.32%
Anglo	898	12.56%
Mexican-American	5,980	83.65%
American Indian	92	1.29%
Other	156	2.18%
TOTAL	7,149	100%

MIGRANT / HANDICAPPED SERVED BY ETHNIC CATEGORY



B = BLACK, W = WHITE, H = HISPANIC, A = AMERICAN INDIAN, O = OTHER

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Comparison of Migrant Handicapped Students to Migrant Students by Migrant Status

A breakdown of the migrant handicapped enrollment by migrant status, as reported in the MCEN Childcount, is shown in Table 13. The percent of the total migrant handicapped enrollment accounted for by each migrant status is shown for each month, September through May. The percentages accounted for by each migrant status did not vary greatly month to month. Table 13 also shows that Status I and Status III migrant handicapped students made up 85.99% of the total migrant handicap enrollment.

Table 13

Migrant Handicapped Students by Migrant Status

	Percent of Total Migrant Handicapped Enrollment						
	Status I	Status II	Status III	Status IV	Status V	Status VI	Total
September	27.78%	16.83%	51.82%	1.82%	.71%	1.04%	100%
October	27.52	17.66	50.86	1.57	.74	1.66	100
November	27.89	19.14	49.19	1.54	.61	1.64	100
December	28.19	19.77	48.41	1.44	.56	1.63	100
January	28.05	19.98	48.40	1.29	.57	1.71	100
February	28.41	20.63	47.43	1.33	.54	1.66	100
March	28.67	20.45	47.41	1.29	.53	1.65	100
April	30.16	20.25	46.27	1.29	.51	1.52	100
May	32.15	20.25	44.41	1.26	.48	1.44	100

TABLE 13 ALSO SHOWS THAT STATUS I AND STATUS III MIGRANT HANDICAPPED STUDENTS MADE UP 85.99% OF THE TOTAL MIGRANT HANDICAP ENROLLMENT.

THE MIGRANT STUDENT RECORD TRANSFER SYSTEM YEAR-END STATISTICAL REPORT FOR WASHINGTON STATE PRESENTS THE MIGRANT CUMULATIVE ENROLLMENT FOR 1981-82 BY MIGRANT STATUS. FROM THESE DATA, PERCENTAGES OF MIGRANT CUMULATIVE ENROLLMENT FOR EACH MIGRANT STATUS WERE COMPUTED AND ARE DISPLAYED IN TABLE 14. THE PERCENTAGES ACCOUNTED FOR BY EACH MIGRANT STATUS DID NOT VARY GREATLY MONTH TO MONTH AS WAS TRUE WITH THE MIGRANT STATUS PERCENTAGES OF MIGRANT HANDICAPPED STUDENTS IN TABLE 13. ALSO, STATUS I AND STATUS III MIGRANT STUDENTS MADE UP 79.60% OF THE TOTAL MIGRANT ENROLLMENT.

TABLE 14

MIGRANT STUDENTS BY MIGRANT STATUS

	PERCENT OF TOTAL MIGRANT ENROLLMENT						
	Status I	**Status II**	**Status III**	**Status IV**	**Status V**	**Status VI**	**Total**
September	19.93%	11.20%	66.06%	1.0%	.33%	1.48%	100%
October	19.45	12.01	63.83	1.67	.46	2.58	100
November	18.64	11.69	63.76	3.11	.44	2.37	100
December	18.84	11.79	64.78	1.68	.46	2.45	100
January	19.44	12.81	62.44	1.77	.44	3.09	100
February	20.32	12.54	62.39	1.73	.43	2.59	100
March	21.26	13.12	60.63	1.71	.71	2.57	100
April	21.89	12.69	57.96	2.61	.87	3.98	100
May	23.25	12.21	61.56	1.04	.39	1.56	100

In comparing the distribution of migrant handicapped students by migrant status in Table 13 to the cumulative enrollment of migrant students by migrant status, it is noted that the distributions were relatively similar. Status I and Status III made up the majority of each population, Status II was the next largest subgroup for both migrant and migrant handicapped and Status IV, V and VI comprised a very small proportion of the total population for both.

SECTION IV

SUMMARY

In summary, the MCEN Childcount represents the first step in identifying the special education service needs of migrant handicapped children. The MCEN Project responded to the concerns expressed in the literature and also expressed by educators in Washington State by obtaining an accurate count of identified migrant handicapped children. Analysis of that count helped to determine the participation rates of migrant children in special education.

Although the MCEN Childcount and the subsequent analysis was limited by a variety of factors, it appears valid to draw a few general conclusions. First, when compared to the proportion of handicapped students served in districts with migrant education programs and to the proportion of handicapped students served statewide, migrant handicapped are underrepresented, although not significantly so, as shown in Table 4. The percentage does not appear to be striking.

The assumption that migrant students do not have access to special education programs does not seem to be supported by the MCEN Childcount analysis. Generally, it appears that migrant handicapped students do receive special education at a rate quite similar to other students.

The more significant issue appears to be the distribution of migrant handicapped students in specific handicap categories. Migrant handicapped students are underrepresented in the categories of Behaviorally Disabled and Communication Disordered when compared to the general population. They are significantly overrepresented in the Mild Mentally Retarded and Health Impaired Categories.

THE ETHNIC AND MIGRATORY STATUS DISTRIBUTION OF THE MIGRANT HANDICAPPED POPULATION APPEARS TO CLOSELY APPROXIMATE THE DISTRIBUTION OF THE MIGRANT POPULATION. NO ONE ETHNIC OR MIGRANT STATUS GROUP APPEARS TO BE OVERREPRESENTED OR UNDERSERVED.

RECOMMENDATIONS

THE FINDINGS FROM THE MCEN CHILDCOUNT ANALYSIS LEAD TO A NUMBER OF RECOMMENDATIONS REGARDING FUTURE DATA COLLECTION AS WELL AS THE IDENTIFICATION AND PROGRAMMING OF MIGRANT HANDICAPPED CHILDREN. THEY ARE AS FOLLOWS:

1. A COUNT OF MIGRANT STUDENTS WHO ARE IDENTIFIED AS HANDICAPPED AND RECEIVING SPECIAL EDUCATION SHOULD BE CONDUCTED ON AN ANNUAL BASIS.
2. THE MIGRANT HANDICAPPED STUDENT COUNT SHOULD INCLUDE AGE, GRADE LEVEL AND SEX DATA.
3. AN ANNUAL CHILDCOUNT SHOULD ALSO INCLUDE PRESCHOOL MIGRANT CHILDREN WHO ARE SERVED BY MIGRANT FUNDED NONPUBLIC AGENCIES.
4. THE REPRESENTATION OF MIGRANT STUDENTS WITHIN SPECIFIC HANDICAP CATEGORIES NEEDS TO BE FURTHER INVESTIGATED. FOR EXAMPLE, THE MCEN DATA SUGGESTS THAT MISDIAGNOSIS OF MIGRANT STUDENTS MIGHT BE OCCURRING IN THE MILD MENTALLY RETARDED CATEGORY.
5. A CASE STUDY ANALYSIS OF 1981-82 STATUS I MIGRANT STUDENTS REFERRED FOR POSSIBLE SPECIAL EDUCATION PLACEMENT SHOULD BE CONDUCTED TO DETERMINE THE REFERRAL-PLACEMENT RATIO OF THESE HIGHLY MOBILE STUDENTS.

6. A FURTHER DATA COLLECTION AND ANALYSIS STUDY MIGHT IDENTIFY THE INSTRUCTIONAL PROGRAMS AND RELATED SERVICES RECEIVED BY MIGRANT HANDICAPPED STUDENTS TO DETERMINE WHETHER THEY ARE RECEIVING APPROPRIATE SERVICES.
7. SPECIFIC MCEN PILOT PROJECT ACTIVITIES IN LOCAL SCHOOL DISTRICTS WHICH ATTEMPT TO VALIDATE AND FURTHER EXPLAIN THE MCEN CHILDCOUNT FINDINGS ARE RECOMMENDED.
8. TECHNICAL ASSISTANCE FOR DISTRICTS WISHING TO IMPROVE EDUCATIONAL SERVICES FOR MIGRANT HANDICAPPED STUDENTS SHOULD BE PROVIDED THROUGH THE WASHINGTON STATE PRACTITIONER'S COMMITTEES WORKSHOPS MODEL.

SECTION V

INTERPRETIVE NOTES

1. THE MCEN DATA COLLECTION DID NOT OBTAIN AGE, GRADE LEVEL OR SEX DATA.
2. THE CHILDCOUNT WAS LIMITED TO MIGRANT HANDICAPPED SERVED; IT DID NOT ACCOUNT FOR MIGRANT STUDENTS REFERRED AND NEVER ASSESSED OR SERVED. THE MSRTS DATA INCLUDED ALL IDENTIFIED MIGRANT STUDENTS WITH CERTIFICATES OF ELIGIBLITY (COE) WHETHER OR NOT THEY WERE PARTICIPANTS IN A MIGRANT EDUCATION PROGRAM; WHEREAS, MCEN, HANDICAPPED AND GENERAL SCHOOL ENROLLMENT DATA INCLUDED ONLY THOSE STUDENTS PARTICIPATING IN AN INSTRUCTIONAL PROGRAM.
3. MCEN, HANDICAPPED AND GENERAL SCHOOL ENROLLMENT COUNTS RESTRICTED THE COUNT TO A SPECIFIC TIME OF THE MONTH, E.G., THE FIRST SCHOOL DAY OF EACH MONTH; THIS RESTRICTION MAY HAVE RESULTED IN MISSING SOME MIGRANT HANDICAPPED STUDENTS SERVED.
4. MSRTS ETHNIC AND STATUS DATA WAS A YEAR-END, NONDUPLICATED COUNT WHEREAS THE MCEN ETHNIC AND STATUS DATA WERE COLLECTED ON A MONTHLY BASIS. NO COMPARISON OF MIGRANT HANDICAPPED STUDENTS SERVED WITH OVERALL HISPANIC STUDENT PARTICIPATION IN SPECIAL EDUCATION WAS DONE.
5. HANDICAPPED AND MCEN DATA WERE REPORTED BY DISTRICT OF SERVICE RATHER THAN DISTRICT OF RESIDENCE. THEREFORE, DISTRICTS WHICH SERVED HANDICAPPED STUDENTS FROM OTHER SCHOOL DISTRICTS VIA INTERDISTRICT COOPERATIVES, REPORTED ALL STUDENTS SERVED, NOT JUST THEIR RESIDENT HANDICAPPED OR MIGRANT HANDICAPPED STUDENTS.

6. SPECIAL EDUCATION COOPERATIVE DATA COULD NOT BE ANALYZED BY SPECIFIC DISTRICT. IN THE CASE OF THE WENATCHEE SPECIAL EDUCATION COOPERATIVE, DATA FOR THE NINE PARTICIPATING DISTRICTS WERE GROUPED WITH THE WENATCHEE SCHOOL DISTRICT DATA AND THE CO-OP WAS TREATED AS A SINGLE DISTRICT.

7. THE TITLE I MIGRANT PROGRAM EVALUATION REPORT REQUIRED DISTRICTS TO REPORT 'MIGRANT STUDENTS WHO RECEIVED SPECIAL EDUCATION SERVICES FUNDED BY ANY SOURCE'. THE MCEN CHILDCOUNT DIRECTIONS COUNTED 'MIGRANT HANDICAPPED STUDENTS IDENTIFIED AND BEING SERVED BY SPECIAL EDUCATION'. THE DIRECTIONS MAY HAVE RESULTED IN DIFFERENCES IN POPULATIONS REPORTED.

8. THE MCEN CHILDCOUNT DID NOT INCLUDE MIGRANT HANDICAPPED PRESCHOOLERS SERVED BY MIGRANT FUNDED NONPROFIT AGENCIES.

GLOSSARY

HANDICAP CATEGORY DEFINITIONS:

PRESCHOOL DEVELOPMENTALLY HANDICAPPED -- A PRESCHOOL STUDENT FROM BIRTH UNTIL OF CHRONOLOGICAL AGE TO BE ELIGIBLE FOR FIRST GRADE SHALL BE CONSIDERED TO HAVE A SIGNIFICANT DELAY AND TO BE DEVELOPMENTALLY HANDICAPPED IF THE STUDENT IS FUNCTIONING AT SEVENTY-FIVE PERCENT OR LESS OF HIS/HER CHRONOLOGICAL AGE IN TWO OR MORE OF THE FOLLOWING DEVELOPMENTAL AREAS; FINE MOTOR, GROSS MOTOR, EXPRESSIVE LANGUAGE, RECEPTIVE LANGUAGE, SOCIAL, SELF-HELP, COGNITIVE OR SENSORY DEVELOPMENT.

SERIOUSLY BEHAVIORALLY DISABLED -- SERIOUSLY BEHAVIORALLY DISABLED STUDENTS ARE THOSE WHO EXHIBIT ONE OR MORE OF THE FOLLOWING CHARACTERISTICS OVER A LONG PERIOD OF TIME AND TO MARKED DEGREE, WHICH ADVERSELY AFFECTS THEIR OWN EDUCATIONAL PERFORMANCE:

(A) AN INABILITY TO LEARN WHICH CANNOT BE EXPLAINED BY INTELLECTUAL, SENSORY OR HEALTH FACTORS;

(B) AN INABILITY TO BUILD OR MAINTAIN SATISFACTORY INTERPERSONAL RELATIONSHIPS WITH PEERS AND TEACHERS;

(C) INAPPROPRIATE TYPES OF BEHAVIOR OR FEELINGS UNDER NORMAL CIRCUMSTANCES;

(D) A GENERAL PERVASIVE MOOD OF UNHAPPINESS OR DEPRESSION; OR

(E) A TENDENCY TO DEVELOP PHYSICAL SYMPTOMS OR FEARS ASSOCIATED WITH PERSONAL OR SCHOOL PROBLEMS.

THE TERM INCLUDES STUDENTS WHO ARE SCHIZOPHRENIC OR AUTISTIC. THE TERM DOES NOT INCLUDE STUDENTS WHO ARE SOCIALLY MALADJUSTED, UNLESS IT IS DETERMINED THAT THEY ARE ALSO SERIOUSLY BEHAVIORALLY DISABLED.
STUDENTS WHOSE PRIMARY DISABILITY IS IDENTIFIED IN ANOTHER HANDICAPPING CATEGORY DO NOT QUALIFY AS SERIOUSLY BEHAVIORALLY DISABLED.

COMMUNICATION DISORDERED -- A STUDENT SHALL BE CONSIDERED TO HAVE A COMMUNICATION DISORDER IF THERE IS PRESENT A DOCUMENTED COMMUNICATION DISORDER SUCH AS STUTTERING, VOICE DISORDER, LANGUAGE IMPAIRMENT, AND/OR IMPARIED ARTICULATION, WHICH ADVERSELY AFFECTS A STUDENT'S EDUCATIONAL PERFORMANCE. THE ASSESSMENT PROCEDURES AND ELIGIBILITY STANDARDS OUTLINED IN THIS SECTION APPLY TO THOSE STUDENTS WHOSE ONLY HANDICAPPING CONDITION IS A COMMUNICATION DISORDER.

ORTHOPEDICALLY IMPAIRED -- ORTHOPEDICALLY IMPAIRED STUDENTS ARE THOSE WHO LACK NORMAL FUNCTION TO MUSCLES, JOINTS OR BONES DUE TO CONGENITAL ANOMALY, DISEASE OR PERMANENT INJURY, AND SUCH CONDITION ADVERSELY AFFECTS THEIR EDUCATIONAL PERFORMANCE.

HEALTH IMPAIRED -- HEALTH IMPAIRED STUDENTS ARE THOSE WHO HAVE CHRONIC OR ACUTE HEALTH PROBLEMS SUCH AS STUDENTS WITH SERIOUS CONGENITAL HEART DEFECT, OTHER DISORDERS OF THE CARDIORESPIRATORY SYSTEMS, DISORDERS OF THE CENTRAL NERVOUS SYSTEM INCLUDING EPILEPSY OR NEUROLOGICAL IMPAIRMENT OR OTHER PROFOUND HEALTH CIRCUMSTANCES WHICH ADVSERSELY AFFECT THEIR EDUCATIONAL PERFORMANCE.

SPECIFIC LEARNING DISABLED -- SPECIFIC LEARNING DISABLED IS A DISORDER IN ONE OR MORE OF THE BASIC PSYCHOLOGICAL PROCESSES INVOLVED IN UNDERSTANDING OR USING SPOKEN OR WRITTEN LANGUAGE RESULTING FROM PERCEPTUAL MOTOR HANDICAPS. SUCH DISORDER MAY INCLUDE PROBLEMS IN VISUAL AND AUDITORY PERCEPTION AND INTEGRATION WHICH MAY MANIFEST ITSELF IN AN IMPAIRED ABILITY TO THINK, SPEAK OR COMMUNICATE CLEARLY, READ WITH COMPREHENSION, WRITE LEGIBLY AND WITH MEANING, SPELL ACCURATELY, AND TO PERFORM MATHEMATICAL CALCULATIONS, INCLUDING THOSE INVOLVING READING. THE PRESENCE OF A SPECIFIC LEARNING DISABILITY IS INDICATED BY NEAR AVERAGE, AVERAGE OR ABOVE AVERAGE INTELLECTUAL ABILITY, BUT NONETHELESS THE STUDENT DEMONSTRATES SIGNIFICANT PERFORMANCE DEFICITS IN ONE OR MORE OF THE FOLLOWING ACADEMIC ACHIEVEMENT AREAS:

(1) ORAL EXPRESSION;

(2) LISTENING COMPREHENSION;

(3) WRITTEN EXPRESSION;

(4) BASIC READING SKILLS;

(5) READING COMPREHENSION;

(6) MATHEMATICS CALCULATIONS;

(7) MATHEMATICS REASONING;

PROVIDED, THAT SUCH A PERFORMANCE DEFICIT CANNOT BE EXPLAINED BY VISUAL OR HEARING PROBLEMS, MOTOR HANDICAPS, MENTAL RETARDATION, A BEHAVIORAL DISABILITY, OR AN ENVIRONMENTAL, CULTURAL OR ECONOMIC DISADVANTAGE.

A SPECIFIC LEARNING DISABILITY INCLUDES CONDITIONS DESCRIBED AS PERCEPTUAL HANDICAP, MINIMAL BRAIN DYSFUNCTION, DYSLEXIA AND DEVELOPMENTAL ASPHASIA.

MENTAL RETARDATION, MILD MENTALLY RETARDED, MODERATE MENTALLY RETARDED AND SEVERELY MENTALLY RETARDED -- MENTALLY RETARDED STUDENTS ARE THOSE WHO DEMONSTRATE SIGNIFICANTLY SUB-AVERAGE GENERAL INTELLECTUAL FUNCTIONING EXISTING CONCURRENTLY WITH DEFICITS IN ADAPTIVE BEHAVIOR AND MANIFESTED DURING THE DEVELOPMENTAL PERIOD, WHICH ADVERSELY AFFECTS THEIR EDUCATIONAL PERFORMANCE.

MULTIHANDICAPPED -- A STUDENT SHALL BE CONSIDERED MULTIHANDICAPPED WHEN THERE ARE PRESENT AND DOCUMENTED TWO OR MORE HANDICAPPING CONDITIONS, EACH OF WHICH IS SO SEVERE AS TO WARRANT A SPECIAL PROGRAM WERE THAT HANDICAPPING CONDITION TO APPEAR IN ISOLATION, AND THE COMBINATION OF WHICH CAUSES SUCH SEVERE EDUCATIONAL PROBLEMS THAT THE STUDENT CANNOT BE ACCOMODATED IN SPECIAL EDUCATION PROGRAMS SOLELY FOR ONE OF THE IMPAIRMENTS. STUDENTS WHO ARE DEAF-BLIND ARE NOT INCLUDED IN MULTIHANDICAPPED.

DEAF -- DEAF STUDENTS ARE THOSE STUDENTS WHO HAVE A DOCUMENTED HEARING IMPAIRMENT WHICH IS SO SEVERE THAT THE STUDENT IS IMPAIRED IN PROCESSING LINGUISTIC INFORMATION THROUGH HEARING, WITH OR WITHOUT AMPLIFICATION, WHICH ADVERSELY AFFECTS EDUCATIONAL PERFORMANCE.

HARD OF HEARING -- HARD OF HEARING STUDENTS ARE THOSE STUDENTS WHO HAVE A HEARING IMPAIRMENT, WHETHER PERMANENT OR FLUCTUATING, WHICH ADVERSELY AFFECTS THE STUDENT'S EDUCATIONAL PERFORMANCE.

VISUALLY HANDICAPPED -- VISUALLY HANDICAPPED STUDENTS ARE THOSE STUDENTS WHO HAVE A VISUAL IMPAIRMENT WHICH EVEN WITH CORRECTION, ADVERSELY AFFECTS THE

STUDENT'S EDUCATIONAL PERFORMANCE. THE TERM INCLUDES BOTH PARTIALLY SIGHTED AND BLIND STUDENTS.

DEAF-BLIND -- DEAF-BLIND STUDENTS ARE THOSE WHOSE HEARING AND VISION IMPAIRMENTS, IN COMBINATION, CAUSE SEVERE COMMUNICATION AND OTHER DEVELOPMENTAL AND EDUCATIONAL PROBLEMS THAT THEY CANNOT BE ACCOMODATED IN SPECIAL EDUCATION PROGRAMS SOLELY FOR DEAF OR BLIND STUDENTS.

SPI

Superintendent of Public Instruction

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February 22, 1982

( ) Informational Only
(X) ATTENTION NEEDED
Due back by March 10, 1982

BULLETIN NO. 2-82 DIVISION OF GRANTS AND EQUITY PROGRAMS

TO: Special Education Directors, Migrant Education Directors, Federal Project Directors, ESD Grants Managers, ESD Special Education Directors

FROM: Frank B. Brouillet, State Superintendent of Public Instruction

RE: Count of Migratory Handicapped Children

The Migrant Children with Exceptional Needs (MCEN) Project is a new addition to the Migrant Education Program. Under the supervision of Rebecca Duran, Supervisor of the Migrant Special Education Program, and with assistance from Debora Boeck, Supervisor of Special Education, a formal cooperative relationship between the Migrant Education Program and the Division of Special Services has been established to assure that project goals are achieved within the policy framework of the division.

The purpose of this bulletin is to solicit your assistance by providing us with data on migrant students critical to the success of this project. These data will be reviewed and analyzed on a group basis; no individual district data will be used for the purposes of this project. We request that your district submit to the MCEN Office a monthly childcount of migrant handicapped students identified and being served by special education. We are requesting this childcount for the months of September-May for the 1981-82 school year only.

To achieve this count, we recommend that coordination between special education and migrant education staff be implemented. This childcount request can be fulfilled by examining existent migrant education and special education program records. To determine a current and accurate count of these children, we recommend the following process:

(1) Special education directors should provide a copy of the special education class lists submitted to them on a monthly basis by special education program teachers to the migrant education program director. These should be the same lists which are already being collected to prepare the required P-223-H special education form.

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(2) The migrant education handicapped director in turn will check each student to determine whether the child is categorized as a migrant child. The Certificate of Eligibility form should be the basis for making this determination.

(3) The migrant education project director should submit the completed list of identified children to the Migrant Education Program, MCEN Project Supervisor, Rebecca Duran, on the 10th of each month. Please note that the childcount data for the months of September-February should be submitted by March 26, 1982.

I would like to thank you in advance for the assistance and cooperation you and respective special education and migrant education program staff give to this request.

DIVISION OF GRANTS
AND EQUITY PROGRAMS

(MRS.) MONA H. BAILEY
Assistant Superintendent

Rich Boyd, Director
Grants Management

Raul de la Rosa, Administrator
Title I/Migrant Education Programs

DIVISION OF
SPECIAL SERVICES

JUDY A. SCHRAG
Assistant Superintendent

FBB:lb

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MIGRANT/HANDICAPPED CHILD COUNT

DISTRICT: _____ MONTH: _____

DIRECTIONS: Submit this form the 15th of each month to: Migrant Special Education Office
7510 Armstrong Street S.W. (FG-11)
Tumwater, Washington 98504

MIGRANT STATUS	I					II					III					IV					V					VI				
* ETHNIC CATEGORY	B	W	H	A	O	B	W	H	A	O	B	W	H	A	O	B	W	H	A	O	B	W	H	A	O	B	W	H	A	O
(01) Preschool Handicapped																														
(02) Orthopedically Handicapped																														
(03) Health Impaired																														
(04) Mentally Retarded - Mild																														
(05) Mentally Retarded - Moderate																														
(06) Mentally Retarded - Severe/Profound																														
(07) Multihandicapped																														
(08) Deaf																														
(09) Hard of Hearing																														
(10) Visually Handicapped																														
(11) Deaf - Blind																														
(12) -- XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXX

SPI **Superintendent of Public Instruction**
DR. FRANK B. BROUILLET · OLD CAPITOL BLDG., OLYMPIA, WASH. 98504

August 6, 1981

[X] Action Required

[X] Informational

BULLETIN NO. 42-81 Financial Services

TO: Educational Service District Superintendents
Chief School District Administrators
Assistant Superintendents for Business and/or Business Managers

FROM: Frank B. Brouillet, State Superintendent of Public Instruction

RE: P-223, Monthly Report of School District Enrollment for 1981-82
P-223H, Monthly Report of Handicapped Enrollment for 1981-82
Reporting of Special Needs Students

A. FORM P-223, MONTHLY REPORT OF SCHOOL DISTRICT ENROLLMENT

1. Distribution

Your ESD fiscal office will send you copies of form P-223.

2. Count and Due Dates

Enrollment count dates are defined in WAC 392-121-105(2) as follows:

. . . each student who is enrolled in the school district as of the fourth school day following the commencement of the school year (September 1 through August 31) and/or as of the first school day of any of the subsequent eight months . . . (and) for districts commending basic education programs prior to September first, the first month enrollment count should be made on the fourth school day in September.

Be sure that completed forms are in your educational service district fiscal office no later than six school days after the count date.

3. Reporting Requirements

Report the total number of pupils enrolled in classes taught within your school district. Do not include prior year pupils until they have actually attended school. Do not include

private school pupils attending school in your district, students enrolled in state institutions or students enrolled in vocational-technical institutes.

4. Full-Time-Equivalent Student Computations

Use care when calculating full-time-equivalent (FTE) students. A full-time-equivalent student means each student meeting the count date criteria specified in section A.2 above and who is enrolled for not less than the minimum time stated in WAC 392-121-105 (2) as listed below. Note: For reporting purposes, these times shall be construed as annual average hours. They are to exclude noon intermission but may include normal class change passing time.

Kindergarten (full-day): 20 hours each week or 4 hours (240 minutes) for 90 scheduled school days;

Kindergarten (half-day): 10 hours each week, or 2 hours (120 minutes) for each scheduled school day;

Primary (grades 1-3): 20 hours each week, or 4 hours (240 minutes) each scheduled school day;

Elementary (grades 4-6): 25 hours each week, or 5 hours (300 minutes) each scheduled school day;

Secondary (grades 7-12): 25 hours each week, or 5 hours (300 minutes) each scheduled school day.

If a student is enrolled for less than the time stated above he/she shall be counted as an FTE in the proportion that his/her enrollment time is to the minimum time stated. Be very careful when making FTE conversions for part-time students. Also be sure that individual school buildings are computing and reporting FTE's in a consistent manner. Some examples of enrollment conversions follow:

(a) An eleventh grade student attends 2 classes a day five days a week. This person would appear on the P-223 as .40 FTE.

(b) A twelfth grade student attends class four hours a day five days a week. He has permission for early release to work as a store clerk. He would appear on the P-223 as .80 FTE.

(c) Kindergarten students attend school 4 hours a day, 5 days a week for 90 consecutive days. They would be reported on the P-223 as 1 FTE for each of the count dates during their attendance.

(d) Kindergarten pupils are split into two groups. Group one attends school Monday, Wednesday and Friday for two hours a day. Group two attends Tuesday and Thursday for two hours a day. At mid-year the two groups switch days.

PUPIL COUNT

	FIRST SEMESTER		SECOND SEMESTER	
	HEADCOUNT	FTE	HEADCOUNT	FTE
GROUP 1	1	.6	1	.4
GROUP 2	1	.4	1	.6
	2	1.0	2	1.0

The pupils attending 3 days a week generate .6 FTE's while those attending 2 days a week generate .4 FTE's. Other similar combinations may be developed.

Please note that any kindergarten student who is not attending an approved "90 day" program or some variation thereof must be reported on line 2 of the P-223 form.

5. Enrollment Time Credit for: Off-Campus Instruction, Alternative Learning Experiences, Contracting and Study Time As Defined in WAC 392-121-180.

(a) Off-Campus Instruction. Enrollment time credits for teaching/learning experiences primarily conducted off campus may be credited toward full-time-equivalent student counts, provided that the program operated is in compliance with an approved written program plan on file in the appropriate school building.

Such plans shall include, but not be limited to:

(1) The objective(s) of the program;

(2) The teaching component(s) of the program, including where and when teaching activities will be conducted by school district certificated staff;

(3) A schedule of the duration of the program, including beginning and ending dates within the school year;

(4) A description of how student performance will be supervised, evaluated and recorded by the certificated staff or by qualified school district employees under the direct supervision of the certificated staff; and

(5) A description of intervention techniques and criteria and their use.

(b) Alternative Learning Experience. Alternative learning experience on or off campus may be credited toward full-time-equivalent student enrollment counts provided that:

(1) A written plan is on file as described in subsection (1) of WAC 392-121-180;

(2) The student is working toward course credit in courses on study formally established by the school district; and

(3) The student's performance is subject to the direction of and evaluation by the district's certificated staff. Each course credit which is actively being pursued in an alternative learning experience and which is the equivalent of one course credit may supplement or replace one hour of minimum time toward a scheduled school day.

(c) Contracting. Enrollment time in an educational institution other than a school district may be credited toward full-time-equivalent student enrollment count(s) provided that:

(1) The student is working toward course credits which satisfy high school graduation requirements; and

(2) The school district has a contractual agreement with the educational institution to provide instruction at no cost to the student for tuition or fees.

(d) Study Time. Enrollment for nonclass study time may be credited toward full-time-equivalent student enrollment counts provided that the nonclass study time is scheduled in conjunction with other educational activity during the school day, and participation in such study time is monitored.

6. Shared Time or Ancillary Services

Districts will be funded for shared time or ancillary services provided to pupils from non-public schools. Please note that the enrollment of these students is reported on form P-240, Final Enrollment Report for Private School Students Attending Public Schools Part-time or Receiving Ancillary Services 1981-82. This form will be provided to districts in May 1982. Do not report these students on report P-223.

B. FORM P-223H, MONTHLY REPORT OF HANDICAPPED ENROLLMENT

1. Changes to Form P223H

The P-223H has been revised this year to meet mandated legislative changes. Three of the handicapping categories have been broken out into a separate group for reporting and funding purposes. Please read all reporting instructions on the back of form P-223H.

2. Distribution

Your ESD will send you copies of form P-223H.

3. Count and Due Dates

Enrollment count and due dates are the same as those of the P-223. See section A.2 of this bulletin.

4. Reporting Requirements

Report only those students enrolled in programs for the handicapped using the following criteria:

(a) Students counted must have been determined eligible for special education and related services pursuant to Chapter 392-171 WAC.

(b) To be counted, eligibility must have been established, the students individual education program (IEP) must be in effect and parental permission for the program must have been obtained, in writing, for initial placement prior to inclusion.

5. Headcount Computation

Actual student headcounts are to be reported by age and handicapped category as of the appropriate count date. Counts

should include students placed in non-public school agencies on a contractual basis by the school district.

NOTE: ALL ENROLLMENT DATA ARE SUBJECT TO AUDIT!

C. SPECIAL NEEDS STUDENT REPORTING

There no longer is a requirement for the monthly reporting of special needs students. The P-223 SN, Monthly Report of Special Needs Enrollment has been eliminated for the 1981-82 year.

D. QUESTIONS

Enrollment reporting questions may be directed to your ESD fiscal office or the Apportionment Office at (206) 753-6708.

DIVISION OF FINANCIAL SERVICES

Chas. A. McNurlin
Assistant Superintendent
Financial Services

Robert M. Schley, Supervisor
School Apportionment & Statistics

CAM:RMS:mjc

APPENDIX C

7-78—8200

STATE OF WASHINGTON

FORM NO. P-223 (81-82)

SUPERINTENDENT OF PUBLIC INSTRUCTION

OLYMPIA

1981-82

Destroy any blank forms on hand from last school year

MONTHLY REPORT OF SCHOOL DISTRICT ENROLLMENT AND MONTHLY CLAIM OF PUPILS ELIGIBLE FOR BASIC SUPPORT

(As of the fourth school day of the school fiscal year—September 1 through August 31—following the commencement of the basic education program and/or as of the first school day of any of the subsequent eight months.)

Due in the Educational Service District Office six school days after count date.

DISTRICT..... NO..... COUNTY..... ESD.....

INSTRUCTIONS FOR DETERMINING ENROLLED PUPILS AND CONVERSIONS TO FULL-TIME EQUIVALENTS

INCLUDE all handicapped pupils in programs situated in district. A grade assignment based on chronological age should be made for any ungraded pupil.

EXCLUDE private school pupils attending public schools. These pupils are to be reported on Form P-240.

EXCLUDE the enrollment in State Institutions and/or approved Vocational-Technical Institutes.

MODULAR SCHEDULING—for the pupils involved in program schedules that vary in length day to day, compare the scheduled time per calendar week to the daily time multiplied by five to determine full-time equivalency (e.g. Secondary: 25 scheduled clock hours per week minimum).

OFF-CAMPUS INSTRUCTION—Enrollment time for teaching/learning experiences primarily conducted off-campus may be counted toward minimum time when the program operates in compliance with a formal written program plan that is on file in the school. The program plan implemented shall include, but not be limited to:

A. The objective(s) of the program;
B. The teaching component(s) of the program, including where and when teaching activities will be conducted by school district certificated staff;
C. A schedule of the duration of the program, including beginning and ending dates within the school year;
D. A description of how student performances will be supervised, evaluated and recorded by the certificated staff or by qualified school district employees under the direct supervision of the certificated staff; and
E. A description of intervention techniques and criteria of their uses.

ALTERNATIVE LEARNING EXPERIENCES—Minimum time requirements for a scheduled day may be supplemented or replaced with alternative learning experiences on or off-campus as long as (a) a written plan is on file as described above, (b) the student is working toward course credit in formally established courses of study, (c) the student performance is pursuant to direction of and subject to evaluation by district certificated staff. Each course credit actively being pursued in alternative learning experiences that is the equivalent of one-course credit may supplement or replace one hour of minimum time toward a scheduled day.

CONTRACTING Enrollment time in an educational institution not operated by a local school district (e.g. community college programs), may be considered toward minimum time:

1. If the student is receiving credits toward satisfying high school graduation requirements and
2. If the school district has a contractual agreement with an educational institution other than a high school to provide these classes at no cost to the student for tuition or fees.

STUDY TIME—Enrollment time for non-class study time may be counted toward minimum time as long as it is part of the scheduled school day and is monitored.

ABSENCES—A student whose consecutive days of absence from school encompasses two consecutive monthly enrollment report days as specified in WAC 392-121-105(2) shall be dropped from the roles and shall not be counted as an enrolled student unless one of the following requirements is met:

1. Attendance is resumed; or
2. There is an agreement between the appropriate school official and the student's parent or guardian pursuant to RCW 28A.27.010 that the student's temporary absence is not deemed to cause a serious adverse effect upon the student's educational progress: PROVIDED, That such temporary absence shall not exceed twenty consecutive school days.

I hereby certify that all pupils reflected in this report are properly enrolled pupils of the school district, that conversions to FTE's are in accordance with instructions and that pupil records and other pertinent documents are readily available for audit.

.....
District Superintendent or Authorized Official

Acknowledged:

.....
Educational Service District Superintendent or Authorized Official

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Month ..... , 19.....

DISTRICT ..... NO. ..... COUNTY ..... ESD .....

COMPUTATION OF FULL-TIME-EQUIVALENT PUPILS (PART B below)

A full-time-equivalent pupil is one who is enrolled in a planned program for not less than the minimum time specified herein. In cases where a pupil is enrolled for less than the minimum time, he/she shall be considered a fraction of a full-time-equivalent pupil in the ratio that enrollment time bears to minimum time. Full-time-equivalent pupils (Part B) should be expressed in decimals rounded to the nearest hundredth (e.g., 17.23, 16.99, 21.00).

MINIMUM TIME TO QUALIFY AS A FULL-TIME-EQUIVALENT PUPIL*

Kindergarten (Full-day) .....4 hours of a scheduled school day (240 minutes)**
Kindergarten (Half-day) .....2 hours of a scheduled school day (120 minutes)**
Primary (Grades 1-3) .....4 hours of a scheduled school day (240 minutes)**
Elementary (Grades 4-6) .....5 hours of a scheduled school day (300 minutes)**
Secondary (Grades 7-12) .....5 hours of a scheduled school day (300 minutes)**
Vocational-Secondary (Grades 9-12) .....5 hours of a scheduled school day (300 minutes)**

* Exclusive of an intermission at noon but including normal class change passing time.
** School day shall mean a calendar day except school holiday on which all students enrolled in the school district are afforded the opportunity to be engaged in educational activity which is planned, supervised, and conducted by or under the supervision of the school district certificated staff, and on which day all or any portion of the students enrolled in the program actually participated in such educational activity.

REPORT the total number of pupils registered/enrolled for classes situated in-district. Do not include prior year pupils until they have reappeared on campus.

SCHOOL DISTRICT ENROLLMENT Total enrollment of the district must be shown in Column 1 of both Sections A and B.	(A) Number of Individual Pupils		(B) Number of Full-Time-Equivalent Pupils	
	(Col. 1) K-12	(Col. 2) R & N[1]	(Col. 1) K-12	(Col. 2) R & N[1]
1. Kindergarten (Full-day 90-day Program)[2]				
2. Kindergarten[3] (Half-day 180-day Program)				
3. First Grade				
4. Second Grade				
5. Third Grade				
6. Fourth Grade				
7. Fifth Grade				
8. Sixth Grade				
9. Seventh Grade				
10. Eighth Grade				
11. Ninth Grade				
12. Tenth Grade				
13. Eleventh Grade				
14. Twelfth Grade				
15. TOTALS				

[1]Column 2 is to be used only for Remote and Necessary small school plants within a district. Does this district contain a small school plant that has been judged Remote and Necessary by the State Board of Education? Yes_____ No _____
[2]Does each pupil enrolled in the state-approved "90 Day Full-Day Kindergarten" class attend school for 4 hours or more, 5 days a week? Yes _____ No _____ If NO, explain the schedule of classes.
[3]When converting kindergarten pupils to FTE's, multiply Section A counts by .5 and place the results in Section B.

MONTHLY VOCATIONAL-SECONDARY HOUR ENROLLMENT BY GRADE

Report the total number of vocational-secondary hours by grade level for the month. Multiply the total enrollment in each approved vocational class on the count day by the number of hours the class will meet during the month.

	(A) HOURS[4]
Ninth Grade	
Tenth Grade	
Eleventh Grade	
Twelfth Grade	
TOTALS	

[4]Skill center enrollment hours must be reported by the serving district only.

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IN NO CASE SHALL A PUPIL BE CONSIDERED GREATER THAN A FULL-TIME-EQUIVALENT.

APPENDIX D

MONTHLY REPORT OF SCHOOL DISTRICT HANDICAPPED ENROLLMENT

Superintendent of Public Instruction - State of Washington

Report headcount enrollment as of the fourth school day of the school fiscal year--September 1 through August 31--following the commencement of the basic education program and/or the first school day of any of the subsequent eight months. Due in the ESD office six school days after the count date. Submit the original and one copy of the report to the ESD, even if program data remains unchanged from the previous month. See reverse side of Form P-223H for instructions.

_____ COUNTY _____ ADMINISTRATIVE SCH. DIST. NO. ____ ESD ____ MONTH _____, 19___

PART I. HANDICAPPING CATEGORY	0-2	3-5	K	6-17	18-21	TOTAL
01) Preschool Handicapped				XXXXXXX	XXXXXXX	
02) Orthopedically Impaired	XXXXXXX	XXXXXXX	XXXXXXX			
03) Health Impaired	XXXXXXX	XXXXXXX	XXXXXXX			
04) Mentally Retarded - Mild	XXXXXXX	XXXXXXX	XXXXXXX			
05) Mentally Retarded - Moderate	XXXXXXX	XXXXXXX	XXXXXXX			
06) Mentally Retarded - Severe/Profound	XXXXXXX	XXXXXXX	XXXXXXX			
07) Multihandicapped	XXXXXXX	XXXXXXX	XXXXXXX			
08) Deaf	XXXXXXX	XXXXXXX	XXXXXXX			
09) Hard of Hearing	XXXXXXX	XXXXXXX	XXXXXXX			
10) Visually Handicapped	XXXXXXX	XXXXXXX	XXXXXXX			
11) Deaf - Blind	XXXXXXX	XXXXXXX	XXXXXXX			
12) TOTALS						
PART II. HANDICAPPING CATEGORY						
13) Seriously Behaviorally Disabled	XXXXXXX	XXXXXXX	XXXXXXX			
14) Specific Learning Disabled	XXXXXXX	XXXXXXX	XXXXXXX			
15) Communication Disordered						

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_____ ADMINISTRATIVE DISTRICT SUPERINTENDENT OR AUTHORIZED OFFICIAL

_____ ESD SUPERINTENDENT OR AUTHORIZED OFFICIAL

SPI FORM P-223H (REV. 7/81)

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INSTRUCTIONS FOR COMPLETING FORM P-223H

The purpose of Form P-223H is to provide a monthly count of the number of students whose assessments have been completed and who are enrolled, and being served, in the handicapped program. Students counted must have been determined eligible for special education and related services pursuant to Chapter 392-171 WAC.

To be counted, eligibility must have been established, the student's individualized education program (IEP) must be in effect, and parental permission for the program must have been obtained for initial placement, in writing, prior to inclusion.

Indicate the number of individual students (headcount) by handicapping category and age group.

Use the "K" age group ONLY for students of eligible kindergarten age pursuant to WAC 180-16-166.

Students listed in Part I will generate the handicapped program allocations. Students listed in Part II will provide necessary data for other Special Services and Federal requirements.

Numbers (01-15) assigned to the handicapping categories are used for data processing by ESD/SPI personnel.